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ABSTRACT

This manual presents the content and activities employed in the inservice course entitled "Individual and Group Counseling," to sensitize teachers and counselors working with mainstreamed students. The manual is designed to develop competency in effective counseling centering around four basic abilities. Module 1 provides an overview of concepts and skills for counseling and helping. Module 2 focuses on understanding and clarifying communications. Skills for responding with respect and empathy are taught in Module 3. Module 4 promotes an ability to use one's own thoughts and feelings, by sending "I Messages" to further trust and acceptance in a helping relationship. The course and modules are intended for regular as well as supplementary teachers, and it is in such a way that the counseling skills learned will be used in the classroom with regular and special students. (PJC)

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INDIVIDUAL AND GROUP COUNSELING

A COMPETENCY-BASED MANUAL FOR IN-SERVICE TRAINING

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CG013593

IN-SERVICE TEACHER TRAINING
FOR MAINSTREAMING SERIES

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FOREWORD

The enactment of Public Law 94-142 has permanently redirected special education from a previous identification with special environments for exceptional students. The "Education for All Handicapped Children Act of 1975" requires that handicapped children be provided a free appropriate public education in the least restrictive environment. The law specifies that handicapped children must be educated with other children except "when the nature or severity of the handicap is such that education in regular classes with use of supplementary aids and services cannot be achieved satisfactorily." In addition, each student with special needs must have a written "individualized education program" which includes a statement of the "...extent to which such child will be able to participate in regular educational programs."

It is clear that the time has arrived when polarization between special and regular education will not only be untenable, but also unlawful. To assure the rights of exceptional children and their families, it will be necessary for special and regular educators to become teammates, learning from and sharing with each other. In the words of Dr. Edwin Martin, Deputy Commissioner, Bureau of Education for the Handicapped, "If the majority of handicapped children ...are to be spending most or much of their time in regular classrooms, there must be massive efforts to work with their regular teachers, not to just 'instruct them' in the pedagogy of special education but to share in the feelings, to understand their fears, to provide them with assistance and materials, and in short, to assure their success."

This training manual is an outgrowth of a continuous effort to strengthen the regular teacher's knowledge and skills for educating students with special needs. This effort has been a vital part of the Mark Twain Staff Development unit's work within Montgomery County Public Schools, Maryland. In 1972, the faculty of the Mark Twain Teacher Internship Program adopted a framework for developing regular teacher competencies for teaching exceptional students. Based on literature review, expert consultation, and input from local special education supervisors and teachers, in-service courses were organized in five basic competency areas: psychoeducational assessment and programming, counseling and human relations, curriculum development and instruction, behavior management, and school analysis and consultation. During the past five years, these courses have been successfully completed by more than 450 regular teachers and 530 special educators. County wide follow-up studies have shown that these courses are highly rated in terms of practical value for classroom teaching and quality of instruction from 1972-1975, however, this series of in-service courses were taught by a select group of instructors, using draft versions of training manuals.

In 1975, the Bureau of Education for the Handicapped awarded Montgomery County Public Schools a two year grant to disseminate materials associated with the Mark Twain Teacher Internship Program. The purpose of this project was to: (1) promote replication of a public school-based internship model for preparing regular teachers for certification in special education, and (2) enhance in-service training of regular and supplementary education teachers to facilitate mainstreaming of exceptional children.

The following materials have now been published and are available for distribution:

1. Organizational Manual for a Public School-Based Teacher Internship Model in Supplementary Education.

2. In-Service Teacher Training for Mainstreaming Series:

    (a) Psychoeducational Assessment and Programming: A Competency-Based Manual for In-Service Training.
    (b) Individual and Group Counseling: A Competency-Based Manual for In-Service Training.
    (c) Curriculum Development and Instruction: A Competency-Based Manual for In-Service Training.
    (d) Behavior Management: A Competency-Based Manual for In-Service Training.

These teacher training manuals are intended for personnel responsible for in-service programming in local education agencies. It is likely that such activities will need to be cooperatively planned and carried out by university, state department, and school system staff. Each manual can be flexibly used to conduct: (1) a one-semester in-service course (up to three credits), and (2) individual workshops at the local school or area level. Experience has demonstrated that regular and supplementary educators participate actively in these in-service activities, deriving considerable satisfaction from both the content and learning processes. It has also been found that much of the material contained in each manual is suitable for individual teacher study, especially when a resource person is available for consultation.

Each of these in-service training manuals have been developed through a process consisting of internal review by Montgomery County Public Schools staff, external review by outside consultants, application and critiquing by new school system in-service trainers and course participants. The present Individual and Group Counseling manual was internally reviewed by Geraldine Meltz, Harry Klugel, and Tom Beuglas. Invaluable suggestions and comments were offered by Dr. William Morse, Professor of Education and Psychology, University of Michigan who served as external reviewer. Alice Hundley deserves much credit for the completion of this manual both for her insightful critiques and for the skillful way in which she implemented the manual in her in-service course. Appreciation is due Pam Beveridge, Harvey Goldstein, Tom Beuglas, Joe Dalton and Roslyn Inman for their helpful contributions and feedback. Dr. Herman Saettler of the Division of Personnel Preparation, Bureau of Education for the Handicapped has provided outstanding support and assistance throughout the course of this project. Elizabeth Haney, Karen Gingrich, Jane Aldridge, Martha Tompkins, Emily Mintz, Lisa Ritzenberg and Kay Mento have worked caringly to make this manual both appealing and accurate. The production of these materials could not have been accomplished without the sensitive and conscientious management provided by Pam Beveridge and Jeff Hill. Final acknowledgement goes to the teaching staff of Montgomery County Public Schools who devoted so much of themselves to improving their students' prospects for success in the classroom.

Stanley A. Fagen
Project Director

PREFACE

Public school systems have difficulty finding a place for open human communication and emotional support. Educational responsibility is defined largely in terms of time devoted to formal subject areas, and student accomplishment is often equated with academic achievement. Parents and educators acknowledge that feelings influence the desire and capacity to learn but relatively little is done to help adults or children with their personal concerns. It is as if we believe that learning should progress without interruption by emotional factors - that time for counseling or helping relations is only necessary when failure is evident. Perhaps our powerful achievement ethic blinds us to the fact that most people need help and understanding in order to fulfill potential; not just for "repair" after breakdown.

The author's point of view is that helping relationships are crucial for success and achievement. Such relationships must be guaranteed in schools. This is easier said than done. Promoting interpersonal relations based on mutual trust, empathy and understanding takes both hard work and committment of time. Most teachers receive little or no training in helping another person to cope with everyday stresses. Teachers are often completely unaware of the significance of respect and empathy, or discount themselves from having aptitude to advance others' self-esteem and understanding.

The work of people like Carl Rogers, Robert Carkhuff, and Thomas Gordon amply demonstrates that helping skills are teachable and learnable. We have found that regular and special teachers greatly improve their skills as a result of the kind of practical inservice training presented in this manual. This manual is based on five years of inservice training experience in Montgomery County Public Schools, Maryland. It presents the content and activities employed in the inservice course entitled "Individual and Group Counseling" (MT-02), approved for three credits by the Maryland State Department of Education. To the present, twelve sections of the course have been conducted, with a total of 230 participants. Feedback on course effectiveness has averaged approximately 4.8 on a scale of 1 (poor) to 5 (excellent). As part of this inservice effort, eight instructors have been trained, each of whom has assisted and, then, independently taught the course. In addition, more than fifteen workshops have been held at local schools emphasizing various skill modules presented in this manual.

While this manual is entitled "Individual and Group Counseling", it could also be called individual and group helping. We have chosen to use the term counseling rather than helping because the former is more specific to the training content in this manual. However, we feel strongly that all who establish and maintain ongoing, trusting relationships with students may indeed be counseling. We define counseling as a two-way communication process in which a helper seeks to enhance a helpee's self-awareness, self-acceptance and self-control.

Effective counseling hinges upon the ability to:

(1) understand and clarify communications
(2) respond with respect and empathy
(3) responsibly share or initiate one's own ideas and feelings
(4) promote constructive resolutions of problems.

Each of these abilities are systematically developed in this competency based manual. Module 1 provides an overview of concepts and skills for counseling and helping. Module 2 focuses on understanding and clarifying communications. Skills for responding with respect and empathy are taught in Module 3. Module 4 promotes an ability to use one's own thoughts and feelings, by sending "I Messages", to further trust and acceptance in a helping relationship. Module 5 emphasizes the use of previous skills in working toward a constructive resolution of the helpee's problems.

Each of these skills are necessary for working with individual or groups of students. Module 6 specifically deals with similarities and differences between individual and group counseling, and adds a new dimension of skill in planning for group situations.

The course and modules are intended for regular as well as supplementary teachers, and it is expected that the counseling skills learned will be used in the classroom. Teachers who have acquired helping skills are able to apply them in their regular program, although there is a constant struggle to create time for personalized communication with students. Teachers have used a variety of strategies to become more available to counsel or help students. For example, "private talk" periods of 10-20 minutes while the class works on assignments with a volunteer, aide or peer tutor; use of non-instructional times for student conferences (lunch, planning, homeroom, study hall, after school); class meetings at beginning, middle, or end of day; discussions with students during relaxed activities (field trips, interest periods, hikes, parties).

Evaluation data shows that almost all participants have demonstrated marked increases in counseling as a result of this course. This finding is predicated on two factors: expert trainers who were carefully prepared to lead the courses and, motiviated in-service participants who enrolled by their own choosing. Materials included in the manual are definitely valuable for acquisition of knowledge, even if pursued through independent study.

We have been encouraged by participant response to this area of in-service training. Teachers can become ready and willing to hear student's thoughts and feelings. This, in turn, generates more respect for the teacher's needs. Given that classrooms are experiencing increasing stress, resulting from such pressures as mainstreaming, individualization of instruction, due process, and accountability, it is imperative that an atmosphere of mutual support and understanding exist between teachers and students. In the final analysis, all hopes for the education of each and every child depend on our ability to help one another.

Rockville, Maryland
Summer, 1977

S.A.F.
L.J.G.

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INTRODUCTION

The modules contained in this training manual have been developed within a prototype three-credit in-service course divided into fifteen sessions, three hours each. A portion of the first session is set aside as an introduction to course, instructors, and participants. Part of the last session is used for evaluation of course, instructors and participants. The course is organized to be taught by two in-service instructors with approximately twenty participants.

The use of these modules may vary depending on the audience and its needs. The modules are designed for use by in-service instructors with general competence in special education and with expertise in the particular competency being taught. The primary audience is intended to be public school teachers who want or need additional skills to teach children with special needs. Prior field testing indicates that this training manual provides sufficient information for relatively inexperienced instructors to effectively teach such an audience.

It is desirable for the instructor to consider the needs and strengths of the audience prior to conducting a training program. The instructor should feel free to tailor modules and individual sessions as needed.

The training manual which follows is for the teacher competency area entitled Individual and Group Counseling. The manual is divided into 6 modules, each of which concentrates on a specific sub-competency. A module may vary in length from 1 to 5 sessions depending on the content. Each module has a cover page which gives the main competency area, the module number, the module title, number of sessions, components of the module, and a key to the instructional code.

There are six components of each module, the format for each module being consistent. The first, the Overview of the Module, provides the instructor a general explanation of what the module is about.

Next, the Objectives give a brief rundown of what the instructor is expected to provide to participants and a brief statement of what the participants will be able to do once the tasks have been completed and that module has been mastered.

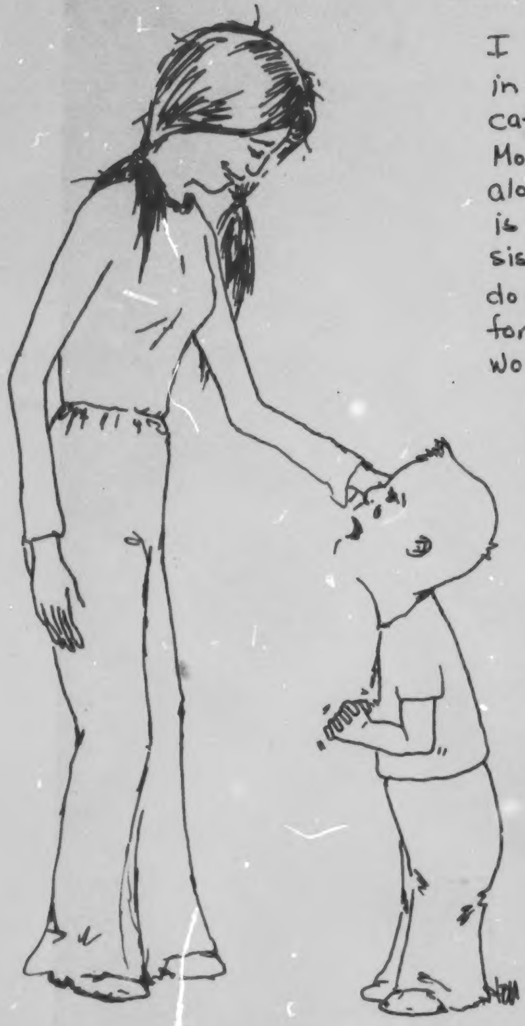
The third component, the Instructional Unit Guide, is designed to be used by the instructor as a lesson plan. The module number and title are on the top of the first page of this guide. Before content and learning activities are listed, the Participant Objective and Assessment Tasks are described and set off in boxes. This is to help the instructor see how objectives relate to specific activities, as well as the kinds of tasks participants will be expected to accomplish. After this, each page is divided into columns: time, code, content and learning activities, and basic instructional materials. These are lined up across the page so that the time, code, and materials for a particular activity can be read together. The time is an estimated in minutes to provide a guideline for the instructor. Occasional breaks of 10 - 15 minutes are also suggested. The code (for which there is a key on the cover page of the module) is intended to help the instructor see at a glance the types and variety of activities used in the module. The content and learning activities are the sequenced steps in the session(s). Although there may be two or more sessions in a module, the numbers run consecutively until the last activity. For example, there is only one step #3. The ends of sessions are indicated by a solid line. Each step in the content and learning activities column explains what the instructor should do and in what order. The materials to be used for a particular step are listed to the right of it under basic instructional materials. The basic instructional materials column is an attempt to list materials that will be needed by both instructor and participant. These materials are referred to in several ways. Instructor references are previously published materials which the instructor should read prior to the session and have on hand as references. Instructor guides are designed to be used by the instructor when making content presentations to participants or to provide examples when conducting discussion or small group activities. Audiovisual materials are any materials such as overhead projectors, transparencies, films, slides, and cassette tapes. Work materials are "hands on" kinds of materials such as puzzles used by participants in a specified activity. Participant handouts are written materials to be given to participants to be used in various course activities and as background. Finally, the instructional unit guide also has a note to the instructor at the beginning of the module to deal with class or group issues prior to instruction. Time alloted at the beginning of a session to talk with participants is considered very crucial. Participants may have questions about topics such as assignments, activities, and course content, that could be beneficial to the instructor as well as other participants. The note at the end of the instructional unit guide to get written feedback on unit of instruction is to remind the instructor that it is important to get participant criticisms, positive and negative, for the purpose of evaluating and improving instruction.

The fourth component is the Basic Instructional Materials section. The cover sheet for this section lists by title, in order, and by page number, materials considered basic to the module. There is one list for instructor, and one for participant. The instructor, of course, should be familiar with all of the materials listed under "participant." Following the cover page are all of the instructor materials, in order, and then all of the participant materials. An asterisk is used on the cover page to indicate those materials which could not be reproduced in the module and which must therefore be supplied by instructor or participant.

The fifth component is Assessment Task(s)/Criteria. This section lists, in the order that they appear in the instructional unit guide, the tasks which must be completed to show mastery of objectives. Following the task is an assessment activity and critera for evaluation. One assessment activity may encompass more than one task and may be considered analogous to an assignment. This section also includes any special assessment activity feedback forms and/or criteria for evaluation of such activities.

The sixth and final component is Supplemental Resources. This is a list of additional readings (articles and books) which may provide the instructor or participant with further background on the topic(s) presented in the module.

You're feeling a little
afraid on your first
day?



I think I better go back home in a hurry because maybe my cat forgot to come in and besides Mommy doesn't like to be home alone and also I think maybe this is the wrong room because my big sister doesn't go to school way down by this room and if I did forget my snack at home then I would get very hungry ....

MODULE 1

TITLE

Introduction to Counseling and Helping

DURATION

1 session (3 hours)

COMPONENTS

1. Overview of Module
2. Objectives (course and workshop)
   a) Instructor
   b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
   a) Instructor
   b) Participant
5. Assessment Task(s)/Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙	Fishbowl
□	Instructor presentation
↕	Interaction between participants and instructor
⊗	Large group discussion
⁘	Small group work
❀	Sharing small group work with whole group
•	Individual work
:	Participant pairs work together
⍗	Feedback to instructors
⍖	Feedback to class
◈	Audiovisual presentation
↻	Whole group rounds
•→⁘	Individual work shared in small group
•→○	Individual work shared in large group
├─┤	Suggested break

Overview of Module

This module is designed to introduce participants to counseling and give them an overview of the fifteen session in-service course. Participants will be asked to share their thoughts and feelings about counseling. This includes exploring the conditions that facilitate counseling, the personal qualities of the helper that make it easier for one to be counseled, and the skills that are necessary for effective counseling.

Participants will be asked to pair off to conduct and tape record a counseling session which will be used by both instructor and participant to evaluate progress during the course.

Participants will listen to a presentation by the instructor on the definition and objectives of counseling. This presentation emphasizes the importance of counseling as a process for facilitating self-awareness and self-acceptance on the part of the person being helped. In addition, participants will engage in an activity designed to foster the awareness that counseling involves risk for the person being helped.

The instructor will briefly introduce the ingredients of effective counseling. The focus of the presentation will be on the skills participants will be working on during the course.

Finally, participants will examine the course overview which outlines the concepts and skills to be covered during each session as well as the objectives for the course.

MODULE 1

Objectives

INSTRUCTOR

Instructor will conduct pretests of participants to determine present level of skills.

Instructor will introduce definition and objectives of counseling process.

Instructor will elicit participant expectations and hopes for the course.

Instructor will introduce concept of risk taking in counseling.

Instructor will introduce concept of ingredients for effective counseling.

Instructor will present course objectives and topics.

PARTICIPANT

Participant will become familiar with purposes and plans for course, and demonstrate current skill levels.

Instructional Unit Guide

Introduction to Counseling and Helping

MODULE 1

Objective: Participant will become familiar with purposes and plan for course and demonstrate current skill levels.

Assessment Task(s)/Criteria:

Participant will prepare a pretest tape with a partner in which he conducts an interview with himself as a helper and partner as helpee.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	↕	1. Introduction - opening a) Instructors introduce selves. b) Broadway Hellos - participants role play a New York Street scene where people are passing each other on the street with just a minute to say hello and then moving on to someone else. The goal is for participants to introduce themselves to one another.	
45"	●●	2. Pretest - Participants pair off and interview one another according to the handout: Format for Partner Interviewing: -instructor reviews format for interviewing, requesting that partners be people who do not know each other well. This counseling tape will be used by the instructor and the participant to evaluate progress in counseling at a later date.	Participant Handout: ● Format for Partner Interviewing, p. 13

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
25"	•	3. What is Counseling? a) Participants complete questionnaire on "what counseling means to them" and "what they hope to gain from the course."	Participant Handout: • Participant Questionnaire, p. 14
	↕	b) Instructor elicits responses from the group on "what counseling means to them?" and lists their responses on the board. He then summarizes the data before presenting the Definition counseling to be used in their course.	
		c) Distribute Handout: Definition and objectives of Counseling	Instructor Guide: • Definition and Objectives of Counseling, p.11
	□	d) Mini-presentation - Definition and Objectives of Counseling	Participant Handout: • Definition and Objectives of Counseling, p.15
		4. What participants want and hope to get from course.	
	↕	a) Instructor elicts answers from the participants to the question "What do you hope to gain from the course?" which was on the questionnaire they filled out earlier. List responses on the board.	
	□	b) Course Overview: (1) Hand out the course description and compare course outline with participants' wants and hopes. This will enable participants to know what will, and will not be covered and to allow the instructor to make modifications based	Participant Handout: • Course Outline by Module, p.16

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		on participant needs if desirable. (2) Hand out the list of performance objectives and the performance objective status report. The latter will be an ongoing checklist of what is completed and what is to be re-done, and what hasn't been done yet. Participants are to keep one copy of this which will be updated by the instructor as objectives are met.	Participant Handout: ● Competency Objectives and Tasks, p. 18 ● Objectives and Tasks Status Report, p. 20
		(3) Hand out a copy of a Log and explain that as we learn new skills, they are to practice them and record the results on the log.	Participant Handout: ● Log ,p. 22
		(4) Hand out the list of Resource Readings. The readings are optional.	Participant Handout: ● List of Resource Readings, p. 23
15"	├─┤	Suggested Break	
25"	↕	5. Change and Risk as Pivot In Counseling a) Yes and No Subselves Exercise: Instructor explains: "Counseling involves a willingness to change and to risk. We have an activity for you and we need some volunteers to present it to the group." (Wait at least 15 seconds and ask again if there are any volunteers.) "We really didn't want volunteers now, but we do want you to focus on the	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		experience you just had, trying to decide whether or not to volunteer. Picture the arguments going through your mind - as if there were two people, one telling you to volunteer, one not to. Close your eyes for a minute or so and imagine this argument and who wins - try to picture how the two people look, sound, what they said, how big they were, etc. I'll tell you when to open your eyes." (Allow group to fantasize a minute.) "Now open your eyes. What were some of the arguments for and against volunteering?" Instructor lists on the board the participants' reasons for and against volunteering.	
	↕	b) Instructor then lists on the board participant responses to the following two questions: (1) What conditions facilitate taking risk and moving toward personal change? (2) What are some of the qualities of people you would go to for personal help?	
	↕	c) Summary Point: When we are counseling, we are asking people to risk and move toward personal change. Are the conditions there for this to occur? Secondly, we have identified qualities in people that we would go to for help. If we are hoping people will come to us for help, are we displaying the necessary qualities?	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
20"	☐	6. Mini-presentation: Ingredients of Effective Counseling (Helping)	Instructor Guide: ● Ingredients for Effective Counseling,p. 12
5"	⍗	7. Feedback on unit instruction (written by participants)	Participant Handout: ● Feedback Form,p. 21

Basic Instructional Materials

MODULE 1

INSTRUCTOR GUIDES

Mini-Presentation: Definition and Objectives of Counseling, p. 11

Mini-Presentation: Ingredients of Effective Counseling, p.12

PARTICIPANT HANDOUTS

Format for Partner Interviewing, p. 13

Participant Questionnaire, p. 14

Definition and Objectives of Counseling, p. 15

Course Outline by Module, p. 16

Competency Objectives and Tasks, p. 18

Objectives and Tasks Status Report, p. 20

Feedback Form, p. 21

Log, p. 22

List of Resource Readings, p. 23

MINI-PRESENTATION: DEFINITION AND OBJECTIVES OF COUNSELING:

Definition of Counseling

Counseling is a reciprocal communication process based on a dynamic relationship between the helper and helpee, which facilitates increased self-awareness, self-acceptance, and self-control on the part of the helpee.

By reciprocal we mean that the communications must go back and forth between the helper and helpee.

The dynamic relationship that is part of counseling involves the issue of change and growth. As the helper and helpee communicate back and forth, they begin to understand each other better, trust each other more, and share aspects of themselves they were reluctant to share at an earlier time.

These changes, which occur over time, enable the helpee to find out more about himself, (self-awareness) including those aspects of himself that he is pleased about and less pleased about (self-esteem). Through the dynamic relationship existing between the helpee and the helper, the helper can facilitate the helpee's acceptance of all aspects of himself.

When someone's self-awareness and self-acceptance are increased, they are more in touch with the forces affecting them. Consequently, they are more likely to be able to exhibit self-control by making choices in a more rational manner.

INSTRUCTOR GUIDE MINI-PRESENTATION: INGREDIENTS FOR EFFECTIVE COUNSELING (HELPING)

Effective counseling = f (value - time - skills)

There are three basic components for effective counseling. First, the helper must value the counseling process per se. Second, he must be willing to spend time counseling. Without time to listen and understand, true helping cannot be achieved. It is unlikely that mutual understanding can develop in less than 20 minutes, even within an established positive relationship. Most counseling interactions will require at least a half hour, and it is to be expected that issues dealt with will continue to be in focus for a period of time, varying from days to months. Third, the helper must have basic skills. It is this third area which the course will focus on.

The skills we are concerned with center on (a) ways in which we communicate interest and understanding to the helpee through our responses to information he has provided; (b) ways in which we initiate the communication; and (c) ways in which we facilitate resolution. When we talk about responding we will focus on ways to respond respectfully, empathically, and with specificity.

Initiating refers to communications from the helper in the form of "I messages" which "tell it like it is" through expressions of genuineness and openness.

Facilitating resolution involves using the model of Life Space Analysis to understand the basic forces affecting the helpee. Then, by relating it to him in a way that he can understand, helping effect change where it is desirable and agreeable to the helpee.

Effective Counseling = f (value - time - skills)

Helper skills - f (responding . initiating . facilitating resolution)

Responding = respectfully: empathically: with specificity

Initiating = using "I messages"

Facilitating Resolution = application of the Model for Life Space Analysis

PARTICIPANT HANDOUT

1

FORMAT FOR PARTNER INTERVIEWING

1. Decide who will interview first (be helper) and who will respond (be helpee).

2. Indicate on tape who is helper and who is helpee.
   -check out recorder before starting

3. Interview #1 - (limit to 10 - 15 minutes)

   (a) Inquire briefly about who helpee is, where works and lives, what does, etc.

   (b) Interview on specific topic - a concern or issue that helpee has related to his or her job (teaching) in MCPS

   (c) Goal - to understand thoughts and feelings of helpee about concern or issue and to restate this understanding to the helpee

4. Interview #2 - (Limit to 10 - 15 minutes)

   - Repeat steps a, b, c under item 3

5. Return to group room when finished; hand in tapes.

PARTICIPANT QUESTIONNAIRE

1. What are some of the main things you want or hope to get from this course? (Please be as specific as possible.)

2. What does "counseling" mean to you? Give some examples of things you've done which you consider counseling.

Name______________________________

PARTICIPANT HANDOUT

DEFINITION AND OBJECTIVES OF COUNSELING

I. Definitions

COUNSELING - a reciprocal communications process, based on a dynamic relationship between helper and helpee(s), which facilitates increased self-acceptance and self-control

(a) SELF-ACCEPTANCE - f (Self-awareness/Understanding . Self-esteem/Valuing)

(b) SELF-CONTROL - one's capacity to flexibly and realistically direct and regulate personal action in a given situation

II. Specific Objectives

- Promote awareness, understanding and acceptance of helpee thoughts and feelings

- Promote understanding of helpee feelings in relation to situations, and sources of feelings

- Promote understanding of helpee behavioral reactions to personal feelings and thoughts

- Promote understanding of relations between helpee perceptions and feelings

- Promote acceptance of helpee strengths and weaknesses; sources of liking and disliking in self

- Promote clarification of helpee values and value conflicts

- Promote satisfaction with helpee decision-making

- Promote awareness of alternatives available for effective coping and problem solving

- Improve relationships between self and others

- Promote realistic goal setting

- Promote positive experimentation and risk-taking

PARTICIPANT HANDOUT

COURSE OUTLINE BY MODULE

Individual and Group Counseling

Module	Related * Objective	Related * Task	Assessment Activity
#1 Introduction to Counseling and Helping (1 session)			Prepare a pretest tape with a partner in which you conduct an interview with yourself as a helper and partner as helpee.
#2 Comprehending and Clarifying Individual Communications (1½ sessions)	1.1.	1.1. (a)	Read three written statements on handout provided. Under Content, briefly restate the content of the message. Next, determine what key feeling or feelings are being communicated and indicate under Feeling.
		1.1 (b)	Listen to an audiotape of a counseling session. After each statement is made the tape is stopped and participant writes down content in one column on a paper and feelings in another column.
	1.2.	1.2.	Listen to tape of six statements. Tape is stopped after each statement and participants write down the level of ownership of speakers as 1, 2, or 3.
#3 Respect and Empathy Training	2.11	2.1.	On a handout with 10 helpee statements, write a helper response in question form. Indicate whether the question is involvement or clarification. Must have four of each. Two of the responses must be examples of disrespectful questions and marked as such.
			Listen to an audiotape of six statements. After each statement, stop the tape and identify the speaker's level of ownership of feelings as level one, two, or three.

PARTICIPANT HANDOUT

Module	Related * Objective	Related * Task	Assessment Activity
#4 Self-acceptance: "I Messages" (1 session)	2.3.	2.3.	Listen to three taped situations. For each situation write three different "I message" responses (disclosure, immediacy, confrontation).
#5 Life Space Analysis (LSA) and Working Toward Resolution (3 sessions)	2.4.	2.4. (a)	Pair off and conduct a taped counseling session using counseling skills (respect, empathy, checkpoint summaries, and "I Messages") following the LSA model.
		2.4. (b)	After completing the taped session, fill out an LSA worksheet summarizing what the helper has found out about helpee in relation to his feelings - behavior - reaction of environment - perceptions of self and others.
	2.5.	2.5.	Given a written case description, complete parts 1, 2, and 3 of the LSA models with key information.
#6 Planning for Group Counseling (3 sessions)	3.1. 3.2 3.3	3.1. (a) (b) 3.2 (a) (b) 3.3 (a) (b)	Submit a plan in writing for a specified target group (provided by instructor). Plan should include one goal for each of two of three levels of transaction; one specific short-term objective for each of the two goals; one behavior criterion (for progress) for each objective; two specific strategies for each objective; one original (developed by self) strategy for each objective; and for one of the two goals, indicate which leader functions you would emphasize to promote attainment of specific objective.

PARTICIPANT HANDOUT

COMPETENCY OBJECTIVES AND TASKS: INDIVIDUAL AND GROUP COUNSELING

Competency 1.	Ability to comprehend and clarify individual communications in an educational setting.
Objective 1.1.	The participant will demonstrate ability to comprehend individual communications, in terms of content and feeling, with students and peers.
Task 1.1. (a)	The participant will accurately identify and discriminate the content and feeling of written communications.
Task 1.1. (b)	The participant will accurately identify and discriminate the content and feeling of verbal communications in an individual counseling simulation.
Objective 1.2.	The participant will demonstrate ability to identify the level of ownership of feelings expressed in written and verbal communications.
Task 1.2.	The participant will accurately identify the level of ownership of feelings in written and verbal communications by attaining 80% of correct ratings of speaker responses.
Competency 2.	Ability to interact with empathy, respect, and self-acceptance in an educational setting and promote effective resolutions to helpee problems.
Objective 2.1.	The participant will demonstrate knowledge of the concept and expression of respect in counseling and human relations.
Task 2.1.	The participant will define the concept and expression of respect by appropriately writing respectful and disrespectful responses to helpee statements.
Objective 2.2.	The participant will demonstrate knowledge of the concept and expression of empathy in counseling and human relations.
Task 2.2.	The participant will define the concept and expression of empathy by appropriately categorizing levels of empathic expression.
Objective 2.3.	The participant will demonstrate self-acceptance by sending "I messages" (for disclosure, immediacy , and confrontation) in an individual counseling simulation.
Task 2.3.	The participant will, for each of three taped situations, respond with "I messages" for disclosure, immediacy, and confrontation.

Objective 2.4.	The participant will demonstrate ability to use counseling skills (including appropriate levels of respect and empathy, checkpoint summaries, and "I" messages) in following the LSA model.
Task 2.4. (a)	The participant will demonstrate the use of counseling skills by making a tape of a simulation counseling session following the LSA model.
Task 2.4. (b)	The participant will complete a written worksheet (following the LSA model) while listening to a fellow participant's tape.
Objective 2.5.	The participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.
Task 2.5.	The participant will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.
Competency 3.	Ability to facilitate attainment of humanistic educational goals and objectives in groups.
Objective 3.1.	The participant will demonstrate ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.
Task 3.1. (a)	The participant will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.
Task 3.1. (b)	The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.
Objective 3.2.	The participant will demonstrate ability to select and develop strategies for achieving affective objectives in groups.
Task 3.2. (a)	The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.
Task 3.2. (b)	The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.
Objective 3.3.	The participant will demonstrate knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.
Task 3.3.	The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

PARTICIPANT HANDOUT

OBJECTIVES AND TASKS STATUS REPORT

Name____ Date________________

bjective	Task	Assessment Activity	Complete	Incomplete	To Be Assigned
1.1.	1.1.a 1.1.b	Discriminating Content from Feeling (written)			
	1.1.b	Discriminating Content from Feeling (tape)			
1.2.	1.2.	Ownership of Feeling (tape)			
2.1.	2.1.	Respectful Questions-10 written statements			
2.2.	2.2.	Empathy and Respect-rating tape			
2.3.	2.3.	"I messages"-three taped situations			
2.4.	2.4.a	Sample LSA tape			
	2.4.b	Complete LSA worksheet based on tape			
2.5.	2.5.	LSA written case description			
3.1. 3.2. 3.3.	3.1.a 3.1.b 3.2.a 3.2.b 3.3.a 3.3.b	Written plan identifying group goals, behavior criteria, group strategies, leader function, and containing original activity			

PARTICIPANT HANDOUT

FEEDBACK FORM

Date: ______________________________

Session # : _______________________

1. I felt that I learned:

1	2	3	4	5
Almost nothing		Some		A great deal

2. In regard to my feelings of involvement during the session, I felt:

1	2	3	4	5
Almost nothing		Some		A great deal

3. Pacing of activities:

4. Effectiveness of instruction:

5. Other:

- -

Note to Instructor:

Feedback should be collected at the conclusion of each workshop or seminar session.

The opportunity to give feedback can be very meaningful to participants. We suggest that the preceding session's feedback be discussed at the beginning of each seminar session.

PARTICIPANT HANDOUT

LOG

Name____________________________ For Week Of_____________________

1. Competency or skill being applied:

2. Description of situation where skill was applied:

3. List feelings and observation during and after application of skill:

4. In what manner did the other person respond to you?

5. What was your relationship to the person before and after?

6. Comments:

LIST OF RESOURCE READINGS

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4. Blakeman and Day. "Activity Group Counseling." Theories and Methods of Group Counseling in the Schools. Gazda, Ill.: Thomas, 1969. pp. 56-85.

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6. Carkhuff, Robert. "Training as a Necessary Pre-Condition of Education: The Development and Generalization of a Systematic Resource Training Model." Journal of Research and Development in Education 4, (1971), pp. 3-16.

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8. Carkhuff and Berenson. "The Primary Core Dimensions." Beyond Counseling and Psychotherapy. N.Y.: Holt, Rinehart & Winston, 1967, pp. 26-30.

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19. Long, Nicholas J. and Newman, Ruth G. "The Teacher and His Mental Health." *Conflict in the Classroom, 3rd Edition*. Belmont, Cal.: Wadsworth, 1976. pp. 281-292.

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31. Weinstein and Fantini. "A Model for Developing a Curriculum of Affect." *Toward Humanistic Education*. N.Y.: Praeger, 1970, pp. 33-65.

MODULE 1

Assessment Task(s) / Criteria

Pretest:

The participant will prepare a pretest audiotape with a partner in which he conducts a counseling interview with himself as helper and his partner as helpee.

The pretests are used in Module #3, Respect and Empathy Training, for the purpose of practice in rating statements for levels of respect and empathy.

Supplemental Resources

Arbuckle, Dugald. "The Nature of Counseling." Counseling: Philosophy Theory and Practice. Boston: Allyn & Bacon, 1969. pp. 49-84.

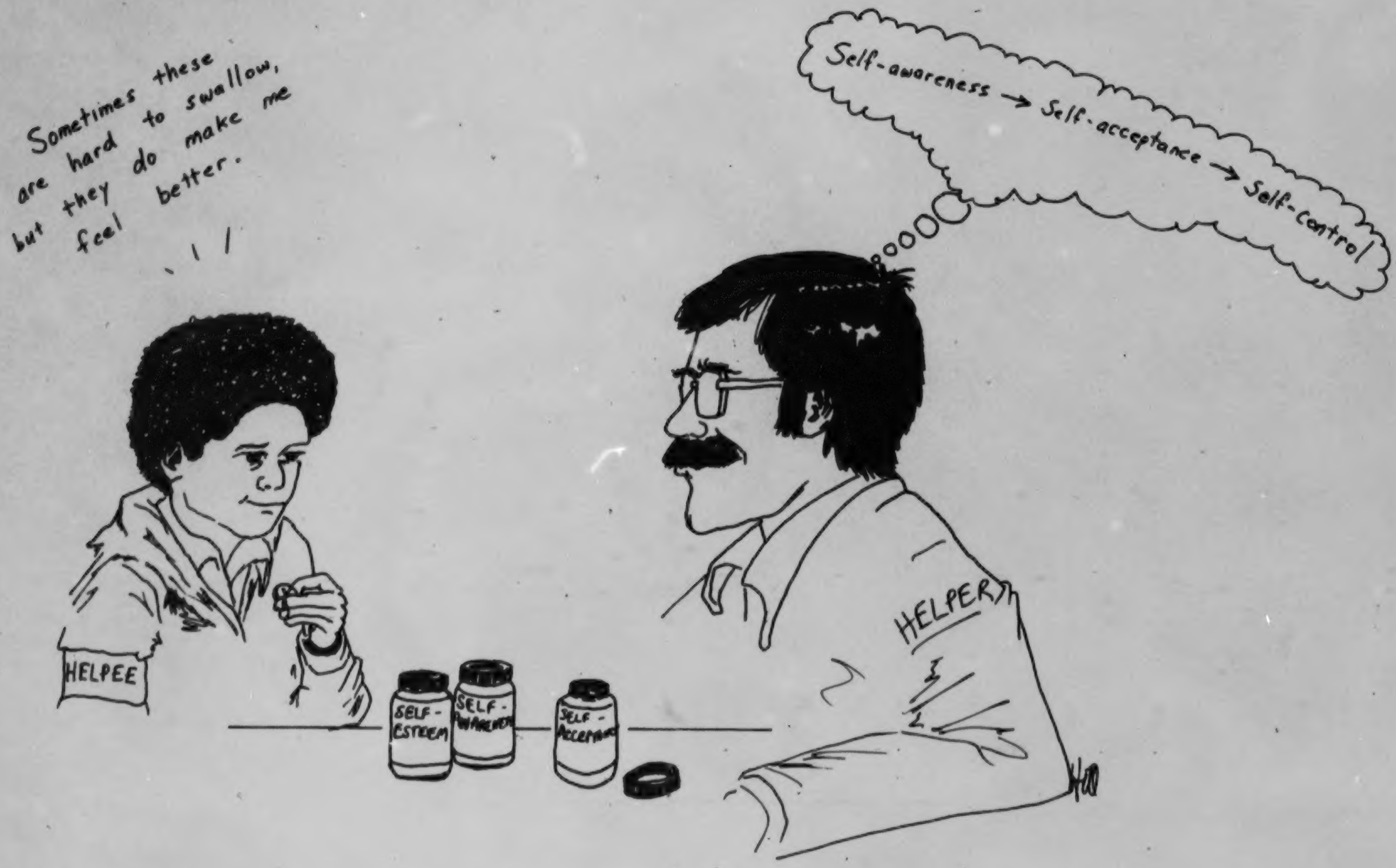
Carkhuff, Robert. "Helping and Human Relations: A Brief Guide for Training Lay Helpers." Journal of Research and Development in Education 4, (1971), pp. 17-27.

Carkhuff and Berenson. "The Primary Core Dimensions." Beyond Counseling and Psychotherapy. N.Y.: Holt, Rinehart & Winston, 1967, pp. 26-30.

Jacobs and Schaeffer. "Theory and Rationale for Counselor Training." Counselor Training: Short-Term Client Systems Trainer Manual. Washington, D.C.: National Drug Abuse Training Center, 1973, pp. 58-87.

Perrone, Ryan, and Zeren. Guidance and the Emerging Adolescent. International Textbook Co., 1970, pp. 103-106.

Peterson, James. "Goals in Counseling," "The Counselor and Values: Where Do We Go From Here," from Counseling and Values. Scranton, Pa., International Textbook Co., 1970, pp. 89-121, 231-238.


Sometimes these are hard to swallow, but they do make me feel better.
Self-awareness → Self-acceptance → Self-control
HELPEE
HELPER
SELF-ESTEEM
SELF-AWARENESS
SELF-ACCEPTANCE

MODULE 2

TITLE

Comprehending and Clarifying Individual Communications

DURATION

1½ sessions (4-5 hours)

COMPONENTS

1. Overview of Module
2. Objectives (course and workshop)
    - a) Instructor
    - b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
    - a) Instructor
    - b) Participant
5. Assessment Task(s)/Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙	Fishbowl
□	Instructor presentation
↕	Interaction between participants and instructor
⊗	Large group discussion
∞	Small group work
⊛	Sharing small group work with whole group
•	Individual work
:	Participant pairs work together
⍗	Feedback to instructors
⍋	Feedback to class
◇	Audiovisual presentation
↻	Whole group rounds
•→∞	Individual work shared in small group
•→○	Individual work shared in large group
├─┤	Suggested break

Overview of Module

Communication is a two way process involving verbal and nonverbal cues. To function effectively, the helper must be able to understand and clarify individual communications. In the process of helping an individual understand what he says and how he feels, the helper develops a better understanding of the helpee's feelings and the reasons for them.

For example, suppose a child has just been roughed up by a gang of kids, and enters your classroom cursing and yelling about the bullies in the school. Three basic points should be considered in this situation. First, people frequently react to the way something is said rather than what is said. The teacher may react initially by telling the child not to use profanity in the classroom, and completely miss the fact that the child has been hurt. Second, what people say and how they say it can be based on how they feel at any given point. Understanding someone's feelings enables the helper to interpret the message. This child was afraid and in pain and expressed this in the loud, profane manner in which he spoke. Third, for an individual to understand why he behaves in a particular way, he needs to recognize that these feelings affect his behavior. The helper can help this child recognize that his fear and anger caused him to react by cursing and yelling. If the child can be aware of these feelings, he may be able to better keep communications open.

This module focuses on three key questions:

- How do we identify feelings?
- How can we discriminate the content of a message from the feelings associated with it?
- How can we recognize a person's degree of acceptance of his feelings (level of ownership of one's feelings)?

In this unit of instruction, the participants will encounter the concept of listening for feelings by viewing a slidetape, brainstorming a list of feelings words, and doing a taped exercise.

Next, in a brief presentation to the whole group, the instructor will introduce the concept of discriminating content from feeling. Participants will form small groups to practice with written statements, followed by discussion and an assignment. Small group work will continue with practice in listening to statements and identifying content and feeling, followed by a practice tape and an assignment.

Finally, through a brief presentation and discussion of examples, the concept of ownership of feelings will be introduced. This will be followed by small group practice using tapes, and an assignment.

MODULE 2

# Objectives

INSTRUCTOR

Instructor will introduce the concept of listening for feeling.

Instructor will provide clarification on positive and negative feelings.

Instructor will provide materials to teach participants how to identify feelings.

Instructor will introduce concept of discriminating between content and feeling.

Instructor will facilitate small group exercises in which participants practice distinguishing content from feeling.

Instructor will assess participant achievement on competency checks.

Instructor will introduce concept of ownership of feelings.

Instructor will facilitate small group practice in which participants identify the speaker's level of ownership of feelings.

Instructor will assess participant achievement on competency check.

PARTICIPANT

Objective 1.1. Participant will demonstrate ability to comprehend individual communications, in terms of content and feeling, with students and peers.

Task 1.1.(a) Participant will accurately identify and discriminate the content and feeling of written communications.

Task 1.1.(b) Participant will accurately identify and discriminate the content and feeling of verbal communications in an audiotaped counseling simulation.

Task 1.1.(c) Participant will accurately identify the level of ownership of feelings expressed in written or verbal communications.

Instructional Unit Guide

Comprehending and Clarifying Individual Communications

MODULE 2

Objective 1.1. Participant will demonstrate ability to comprehend and clarify individual communications in an educational setting.

Assessment Task(s)/Criteria:

1.1.a. Participant will accurately identify and discriminate the content and feeling of written communications.

1.1.b. Participant will accurately identify and discriminate the content and feeling of verbal communications in an audiotaped counseling simulation.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
5"	☐	1. Overview of Module on Comprehending and Clarifying Individual Communication	Instructor Guide: ● Overview of Module, p. 31
70"	☐	2. Listening for Feelings a) Introduction	
(5")*	◈	Feelings and emotions have a powerful effect on our lives. They motivate much of our behavior and are as varied and complex as each individual's life. Feelings may lead to productive, positive behavior and a better understanding of oneself and others. However, they can also lead to destructive and confused behavior. As one develops certain practical skills for living, he must also develop techniques of handling the feelings which result from the constantly changing conditions around him.	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
(25")	◈	b) Slidetape - Adolescent Experience: Understanding Emotion - The tape stresses the importance of understanding feelings, in order to cope with them constructively, by introducing specific examples of people's reaction to their feelings.	Audiovisual Material: ● Sound Filmstrip - Adolescent Experience: Understanding Emotion. Guidance Associates, Inc.
(5")	●	c) Individual Feelings List - Distribute form and have individuals list positive and negative words which express feelings (e.g., calm, disappointed).	Participant Handout: ● Individual List of Feeling Words, p. 53
(20")	⤧	d) Group Listing of Feeling Words - List on the blackboard positive and negative feeling words - may share from Instructor Guide: "Illustrative List of Feeling Words." This activity has two purposes: (1) to build emotional vocabulary (2) to become aware of the many words and dimensions associated with a given feeling	Instructor Guide: ● Illustrative List of Feeling Words, p.42
(15")	↻	e) Listening for Feelings Exercise - Distribute handout, without scoring key. In round-robin fashion, have each participant read aloud a different child message. Ask each participant to convey the feeling shown in the scoring key for the statement to be read aloud. After each statement is read, the group tries to identify the feeling being expressed. Rotate the scoring key as each participant gets a turn to read a statement to the group. An alternative format is to tape record the child messages, using different voices, and have the group identify the feelings expressed on tape.	Participant Handout: ● Listening for Feelings (an exercise), p.54

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	├─┤	(Suggested Break)	
85" (10")	□	3. Discriminating Content and Feelings a) Mini-presentation in Small Groups - "Introduction to Discriminating Content and Feelings."	Instructor Guide: ● Mini-presentation - Introduction to Discriminating Content and Feeling, p. 43 ● Criteria for Tasks 1.1.(a) and 1.1.(b), p.44
(25")	○○ ○○	b) Distribute handout and have participants record content and feeling for each practice written statement. Discuss in small group.	Participant Handout: ● Discriminating Content and Feeling: Practice Written Statements, p.57
(10")	●	c) Discriminating Content and Feelings: Competency Check - Assessment Task (1.1.a) for Objective 1.1. - Have participant complete competency check individually. Instructors collect them when completed.	Participant Handout: ● Discriminating Content and Feeling: Competency Check for Written Statements 1.1.(a) p. 58
(20")	○○ ○○	d) Small Group Practice - One member makes up a statement with content and feeling; a second member restates the content and feeling; the first member checks it out for accuracy.	
(20")	●→○○○○	e) Practice Tape - (instructor-made tape based on transcript) - Have participants listen to taped statements in order to practice discriminating content from feeling. After each statement, instructor stops tape and participant writes down all content he can recall and the feelings being expressed by speaker. Discuss and clarify individual ratings.	Instructor Guide: ● Script for Audiotape - Discriminating Content and Feeling: Practice, p.45

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
5"		4. Session Feedback	Participant Handout: ● Feedback Form, p. 21
20"	●	5. Discriminating Content and Feelings: Audiotaped Counseling Simulation - Competency Check Tape-Assessment Task 1.1.b. Competency check on discriminating content and feelings of verbal communication. Have the participants divide their paper in half. On one half, they are to list as much of the content as they can recall from the taped interview. On the other half of the page, they are to list the feelings that are being expressed on the tape. They are not to write while the tape is being played. Play the interview between Mr. and Mrs. Smith and a counselor. After Mr. Smith finishes his statement the instructor will stop the recorder and have the participants write all the content they can recall and list the feelings expressed. Start the recorder again and do the same for Mrs. Smith's statement. There are five parent statements in all. Each participant will receive individual written feedback at a later session.	Instructor Guide: ● Criteria for Tasks 1.1.(a) and 1.1.(b), p. 44 ● Script for Audiotape: Identifying and Discriminating Content and Feeling - Competency Check, p.46 ● Competency Checklist for Discriminating Content and Feeling 1.1.(b), p.48 Participant Handout: ● Competency Feedback Sheet: Discriminating Content and Feeling, 1.1.(b), p.59

Assessment Task(s)/Criteria:

1.1.c. Participant will accurately identify the level of ownership of feelings in written or verbal communications.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
70" (15")	•→○	6. Ownership of Feelings a) Give participants the ownership of feelings scale. Have them read through the rating scale and do the rating activity on the second page. Conduct discussion regarding handout and practice examples.	Participant Handout: ● Ownership of Feelings Scale and Practice, p. 60
(10")	□	b) Mini-Presentation: "Ownership of Feelings"	Instructor Guide: ● Mini-Presentation: Ownership of Feelings, p. 50
(45")	○○ ○○	c) Small Group Activities - Divide groups based on number of instructors. Each group will do the following: (1) Discuss the scales and the concept of moving from one level of ownership to another. (2) Practice tape - Use ownership of feelings scale. Practice identifying ownership levels by playing the ownership of feelings practice tape and rating each statement. There are three practice statements on the tape. (3) Competency Check Tape - Assessment Task 1.1.(c) - Share criteria for adequate or strong. Have participants put scale away; name on paper - number 1-6, and listen to tape and rate levels 1, 2, or 3. Without referring to the ownership of feelings scale, participants will listen to six taped episodes and write down the level of ownership displayed by each speaker (level one, level two, level three.)	Instructor Guide: ● Ownership of Feelings: Practice/Competency Check, p. 51 Participant Handout: ● Ownership of Feelings: Script for Practice/ Competency Check, p. 62

TIME	CODE	CONTENT AND LEARNINC ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		(4) Immediate Feedback - Have participants switch papers and provide correct answers.	
5"	☐	7. Unit Feedback	Participant Handout: ● Feedback Form, p. 21
		* Times for sub-activities are indicated in ( ) to further guide instructors.	

Basic Instructional Materials

2 MODULE

INSTRUCTOR GUIDES

Overview of Module ,p. 31

Illustrative List of Feeling Words,p. 42

Mini-Presentation - Introduction to Discriminating Content from Feelings,p. 43

Criteria for Tasks 1.1.(a) and 1.1.(b), p. 44

Audiotape

Script for Discriminating Content from Feeling: Practice ,p. 45

Script for Audiotape: Identifying and Discriminating Content and Feeling, Competency Check 1.1.(b), p. 46

Competency Checklist for Discriminating Content from Feeling, p. 48

Mini-Presentation - Ownership of Feelings,p. 50

Ownership of Feelings - Practice/ Criteria Check 1.1. (c),p. 51

PARTICIPANT HANDOUTS

Individual List of Feeling Words, p. 53

Listening for Feelings (an exercise),p. 54

Discriminating Content from Feeling: Practice Written Statements ,p. 57

Discriminating Content from Feeling: Competency Check for Written Statements 1.1.(a), p. 58

Competency Feedback Sheet: Discriminating Content from Feeling ,p. 59

Ownership of Feelings Scale and Practice ,p. 60

Ownership of Feelings - Script for Practice/Criteria Competency Check,p. 62

Feedback Form, p. 21

*Audio tapes are to be made from scripts.

ILLUSTRATIVE LIST OF "FEELING WORDS"

Positive Feeling Words

bad
tough
groovy
cool
super
dynamite
keen
neat
inspired
enraptured
relieved
satisfied
turned on
love
up
proud
warm
comfortable
exuberant
calm
released
high

content
absorbed
spaced out
excited
jubilant
secure
appreciative
O.K.
solid
surprised
relaxed
optimistic
righteous
happy
hopeful
joyful
vibrant
caring
loving
trusting
pleased
interested
curious

Negative Feeling Words

terrified
frustrated
rotten
uptight
bored
morbid
apologetic
sad
furious
crass
disappointed
frightened
alone
crushed
chagrined
blamed
threatened
overprotected
blah
dull
awkward
vulnerable
embarrassed
rejected
bad
inadequate
resentful

ashamed
thwarted
hurt
evil
lonely
antagonistic
prejudiced
nauseous
down
hostile
edgy
left-out
annoyed
jealous
guilty
enraged
pessimistic
discouraged
drained
overworked
overwhelmed
hopeless
helpless
scared
anxious
confused
unwanted

MINI-PRESENTATION INTRODUCTION TO DISCRIMINATING CONTENT FROM FEELING

There are two parts of a message to consider: first, what is said or the content; and second, how it is said or the feelings. If the helper cannot separate and identify both of these elements and communicate them back to the helpee, he may not be able to fully understand the helpee's situation or allow the helpee to understand it either. Feelings often indicate the intensity of the statement or experience. Since feelings often precipitate behavior, a person's understanding of his feelings can lead to an effective decision regarding how he wants to deal with them.

For example: Joe enters the room and immediately shouts for everyone's attention. He then proceeds to relate his latest escapade on the bus. He boastfully announces that he will be suspended from the bus for a week and that this does not bother him a bit. The teacher may deal with this behavior by telling Joe to leave the room and enter more quietly. He may never deal with the feelings behind the actions.

Another example may be helpful. Sally sits quietly through a standardized test. She marks some answers and then stops, because she has difficulty with such tests due to the fear of failing. When the test is collected, she asks the teacher if her parents will get the test grades. The teacher may answer yes or no, without recognizing how worried Sally is about the end results of her own efforts.

In many situations, it is not possible to remember all the specific content of a person (or group's) communication, nor is it important to do so. Yet the feelings being expressed can be heard and, when reflected back, can promote mutual understanding. In a group discussion, member "A" may comment on how a teacher changed the assignment after telling the class something else; member "B" may talk about how a date stood her up; member "C" might tell an incident of a parent refusing to lend a car after promising it. While feelings of anger, joy, or frustration may be common to all people, the content or basis of those feelings is unique to each individual. By giving back the content, you acknowledge the uniqueness of each individual's situation as well as let the helpee know you've heard what he saying. At the same time, reflecting the common feeling (of anger or disappointment, for example) helps the group members see their normalcy and shared concerns.

CRITERIA FOR TASKS 1.1.(a) and 1.1.(b)

1.1.a: Identifying and discriminating content and feeling of written communication (see Participant Handout: "Competency Check for Written Statements, 1.1.a"). Participants are to be evaluated on:

a. Their ability to write at least three of the main ideas in the written statement without changing the meaning of the statement; and
b. Their ability to identify separately, at least two feelings that might be expressed by someone making the statement

Correctly doing two of the three statements constitutes a pass.

1.1.b: Identifying and discriminating content and feeling of verbal communications in an audiotaped counseling simulation. Have participants divide a paper in half, with one side for content and one for feeling:

Content	Feeling

They are to listen to the taped dialogue between a counselor and Mr. and Mrs. Smith. After Mr. or Mrs. Smith has completed a statement, the recorder is stopped and participants are then to write all the content they can remember and all the feelings being expressed by either Mr. of Mrs. Smith. There are five parent responses to counselor statements in all. Using evaluation form, "Competency Checklist for Discriminating Content and Feeling," pp.   for Task 1.1.b, compare the content the participant recorded on his paper with the main ideas listed for each parent response on the checklist. Also compare the feelings the participant listed to the ones listed under the feeling column for each parent response.

The criteria for passing each parent response is shown in terms of number of content ideas and feelings required for each response set. To pass response sets one and two, the participant needs to have recorded three of the six (3/6) content ideas and at least one of the two feelings listed (1/2). For set three, the participant needs to have recorded three of six (3/6) main ideas and at least two of the three feelings listed (2/3), but no more than one from each feeling area (a, b, or c).

Once all five statements are rated on the competency checklist, the results can be transposed to the "Competency Feedback Sheet: Discriminating Content and Feeling." This form summarized the score for each response set by listing only the criteria for passing both content and feeling for each set. If the participant passed response set two by recording at least three content items listed on the checklist and identifying at least one of the two identified on the feelings list, the instructor is to circle pass for response set two. To pass any response set, a participant must pass both the content and feeling sections. After transposing the scores on to the criteria check sheet, evaluate the overall performance of the participant using the criteria listed on the bottom of the criterion check sheet. Criteria for strong, adequate and weak are explained on the form.

SCRIPT FOR AUDIOTAPE: DISCRIMINATING CONTENT AND FEELING: PRACTICE

Statement #1

Why should I make up? He starts stuff all the time. Butting in and getting in my way. If the clown really wants to be with me, why doesn't he show it?

Statement #2

Hey, Mr. Lawson, take a look at this neat knife I made. Just like the real thing, huh? Uh this here piece broke off though.

Statement #3

Do I _have_ to give that talk to the class? You know I don't talk so good and anyway I didn't have time to do the whole project. Jane finished it and she's really got it together. How about letting her do it?

Statement #4

It makes me so mad. Everybody's always telling me what to do and what not to do. When I'm at home, my parents tell me what's best for me. At school, it's the teacher. Even my friends bother me. Everybody pushes me around. Sometimes I feel like punchin 'em all in the nose. They just better leave me alone and let me do things the way I want to.

Statement #5

I just don't know what to do. I try hard in school but nothing seems to sink in. I guess I'm not very smart. Nobody seems to care that I try. What really hurts is when I see my parents bragging to other people about how smart my sister is. They never even mention me. They even change the subject when I'm mentioned. Boy, wish I could do better but I can't. Smart kids are really lucky, you know. Everybody likes them 'cause they're smart. Sometimes I even get mad at myself 'cause I can't do any better.

SCRIPT FOR AUDIOTAPE: IDENTIFYING AND DISCRIMINATING CONTENT AND FEELING
Competency Check 1.1 (b)

COUNSELOR: I'm glad you could come in today, Mr. and Mrs. Smith. It's important for us to learn more about Paul, and what you are thinking about him now. Can you tell me what your view of the situation is?

MR. SMITH: (45 seconds) Well, I'll tell you how-what I think about it because you know...because we've really been given the run around. We've been going from one psychologist to the PPW to principal to teachers, and can't get any satisfaction. All people will say is that he has an emotional problem, and you know as far as I'm concerned that's really passing the buck. Because this kid is a smart boy - he can do anything he wants to do. And if the school had found ways to work with him, this wouldn't have happened. So I don't even know why I'm here today. My wife sort of dragged me in here or I wouldn't be here.

COUNSELOR: Well, perhaps we can hear something about how you feel, Mrs. Smith.

MRS. SMITH: (40 seconds) Well, I really feel that we haven't done enough for Paul. I remember that way back in Kindergarten they told us he had some difficulties. We figured he'd outgrow it. All parents figure their kid will outgrow it, but by second grade he was falling behind and having trouble. I don't know - I really feel like we just didn't do enough (voice lowers). It was our fault. I feel we should have listened more and helped him more.

COUNSELOR: I appreciate hearing your feelings and am sure it's not easy to accept the idea that your child needs another setting, but that happens with many children.

MR. SMITH: (50 seconds) Oh, I don't care about many children. I care about my son (loudly). And even though my wife says we were told earlier that there were some problems, we have given our children the best of attention and the best of help imaginable. We have asked for good, quality education. We have even tried to rearrange schools for him - we had him transferred from one school to another school; we had him switched from one teacher to another teacher.
No matter where you go in this school system people still give you the same gobbleygook. And not one person could tell us what was wrong with our child and what we could do for him.

COUNSELOR: Mrs. Smith, do you think there was anything more that should have been done for Paul?

MRS. SMITH: (60 seconds) ...(sigh)...well, yes. We should have paid more attention, given a little bit more time, spent more time, watched a little more closely what was going on with Paul instead of just sort of, you know, figuring it would all work out. Uh, you know, you try ... a mother doesn't always know what to do ... you need help. (sigh) I wish somebody would have been around to give me some advice, a little more. I really ... I think it was - we failed him. We should have known more, before this happened. But it's really hard to manage four kids and a big house (voice drops)... expecially when it's mostly alone (glances at husband).

COUNSELOR: It seems to me that you are both talking about parental responsibility. Responsibility is something that most parents are concerned about, and they try to do the best they can for their children. But, having a child with problems doesn't mean that parents are at fault. There are many things that affect the child's growth and development. After all, we're not gods.

MR. SMITH: (75 seconds) Well, I think ... I think that's certainly a good point. I have tried to be a very responsible father. My business takes a lot of time. I travel a good bit, and I know that Martha has sometimes had to bear things by herself, and yet I've been an excellent provider. My kids have never lacked for anything. I've managed to create a big business from a very small start. I've always had to work hard for my dollars - and even though I never finished school I certainly expected that my son would become an outstanding student.

So I can't understand why it is that with all the benefits and opportunities that he's had, why he can't succeed. I feel that this is really the school's responsibility, much as it's my responsibility to be a provider and to run my business efficiently. I just don't understand how this could happen to my own son with as much hard work as I've put into raising him.

INSTRUCTOR GUIDE

COMPETENCY CHECKLIST FOR DISCRIMINATING CONTENT AND FEELING 1.1.(b)*

Instructor____

Name______________________________Date___________

	CONTENT	FEELING
1st Response Set	1. Given run around - no satisfaction 2. Only say child has emotional problem 3. Passing the buck 4. Smart boy - could do anything he wants to 5. Wouldn't have happened if school did job 6. Wife dragged me	Angry Annoyed
	1 2 3 4 5 6 $\boxed{3/6}$	1 $\boxed{1/1}$
2nd Response Set	1. We haven't done enough 2. Difficulties since kindergarten 3. We figured he'd outgrow it 4. Falling behind since 2nd grade 5. It was our fault 6. Should have listened and helped more	(a) Depressed/ unhappy (b) Guilty/ failure
	1 2 3 4 5 6 $\boxed{3/6}$	1 2 $\boxed{1/2}$
3rd Response Set	1. Not care about many children - cares about own 2. Given own child the best 3. Expected quality education 4. Tried to rearrange schooling 5. It was our fault 6. Should have listened and helped more	(a) Angry (b) Indignant/ let down/ self righteous (c) Frustration
	1 2 3 4 5 6 $\boxed{3/6}$	1 2 3 $\boxed{2/3}$
4th Response Set	1. Examples of more that parents should have done 2. Figured it would work out 3. Trying and being unsure of what to do 4. Need for help and support 5. Thinks failed child 6. Hard to manage family and home 7. Being alone	(a) Guilty/ failure (b) Confusion/ helplessness/ overwhelmed (c) Lonely (d) Unsupported/ resentful
	1 2 3 4 5 6 7 $\boxed{4/7}$	1 2 3 4 $\boxed{2/4}$

5th
Response
Set

CONTENT

1. Tried to be responsible father
2. Business pulls from family
3. Wife has much of burden
4. Excellent provider
5. Built business - worked hard
6. Never finished school
7. Expected son to be high achiever
8. Can't understand son's lack of success, given opportunities
9. School responsible for academic achievement
10. Can't understand son's problems given own hard work

FEELING

(a) Self-pride
(b) Doubt/uncertainty/confusion/perplexity
(c) Anger/resentment
(d) Frustration

1 2 3 4 5 6 7 8 9 10 5/10 1 2 3 4 3/4

---

*To be used in completing "Competency Feedback Sheet: Discriminating Content and Feeling" (see Participant Handouts, p.59).

MINI-PRESENTATION: OWNERSHIP OF FEELINGS

Recognition and acceptance are the first steps toward coping with feelings. Many people, however, often disguise or conceal their feelings. For some people, controls have been placed on the expression of anger and even affection. This concealment may become so pervasive that the person is no longer aware of his own true feelings. When someone denies or minimizes his own feelings or blames others for his current state of affairs, he is said to have a low level of ownership of feelings (level one.) For example, a student is thrown out of school for cheating on an exam and is furious. His statement (level one) is: "It's not my fault I was kicked out of school. Teachers don't know how to teach. It doesn't bother me. I can go have a lot of fun."

If someone is experiencing a feeling around a present situation, but talks of that feeling as if it occurred in the past and was related to a past event, he is said to be at level two of ownership. Similarly, a person could talk about a present situation, and a feeling associated with it, but quickly minimize the feeling or slough it off. An example of level two ownership is as follows: John's girl friend has just broken up with him and he is angry. His level two statement is: "I was angry when she ditched me but it doesn't really bother me now."

When a person can clearly identify his feelings, express them with emotion, and accept their reality, he is said to have a high level of ownership (level three.) Using the situation of the student who has been sent to the office for cheating, a level three statement by the student might be: "I'm really angry at myself for cheating and getting myself sent to the office."

Helping people recognize and accept their feelings as a natural and vital part of being human is part of the helping process. Helping someone move from a low level of ownership to a high level of ownership is a gradual process that is not fostered by massive confrontation. There should be a matching of helper expectations to the level of ownership displayed by the helpee. If a helpee shows an ownership level of one, the helper should not push him to a level three. At the same time, if a helpee is at a level three, the helper should not treat him as though he were at level one. Moving someone from level one to level two may be done by offering the disguised or externalized feeling as a possibility and:

(1) asking if the helpee has ever seen that feeling in others
(2) asking if there are ever times when someone should feel ____________________
(3) asking if he has seen someone on television (or other familar media) who felt ____________________

For example, "That's the kind of thing that often gets students mad, have you ever seen it happen to someone else?"

OWNERSHIP OF FEELINGS PRACTICE/COMPETENCY CHECK 1.1. (c)

The episodes in this instructor guide should be recorded on audiotape. The first three should be played for participants as they look at the written episodes in participant handout: Ownership of Feelings - Script for Practice/Competency Check, Part I, p. 62. These first three episodes are to provide practice in identifying levels of ownership of feelings. Correct levels should be indicated by the instructor.

Part II of this instructor guide includes six more episodes which should be played for and read by the participants as a competency check exercise in identifying levels of ownership of feelings. Upon completion participants are to be given immediate feedback on the correct levels.

I. Practice

Episode #1

For the past few months I've been having these arguments with myself about quitting school - should I or shouldn't I? I really get angry at the homework and some of the crappy things I have to do. But guess I get more angry at myself for not being able to get fired up and do the work. I'm really scared that if I do quit, I'll feel I failed myself and my family.

Episode #2

I've been thinking about quitting school lately. It's really a drag, and the things the professors talk about are really dumb. It's not that I'm not trying. It's just that none of my courses turn me on. Why should I stay somewhere and waste my time?

Episode #3

I hear that Bill asked Sue out for Saturday night. It used to make me mad when he asked somebody else for a date. But I don't really care anymore - he's kind of a creep anyway.

Episode #1 - Level 3
Episode #2 - Level 1
Episode #3 - Level 2

II. Criteria Check

Episode #1

I had another bad day today. You know, like, I wasn't going to get high today. But the car broke down and I couldn't go to work. I'm not really strung out on barbs, but if days are as bad as this, I might be. I just seem to have rotten luck.

Episode #2

I've been doin' junk for about two years now. I guess I've jived myself into believing that I'd never be a junkie. Here I am rippin' off my friends, lyin' to my folks. I live to get high. I feel like I'm not even human anymore. Most of the time I feel guilty for what I've done and scared I'll never be able to change.

Episode #3

My parents won't get off my back. Ahh, they just keep buggin' me about my wierd, freaky friends and how they're just screwin' up my life. I really don't care what they think. I'm gonna split and go to the coast soon anyway.

Episode #4

Last night I went to the doctor and found out I am pregnant. I called up my boyfriend right away and he said he was working on his car and that he'd come over for me when he was finished. Being pregnant is really scarey for me but I was even more ripped apart by my boyfriend. I was stunned and really hurt that he didn't offer to come to me when I really needed him.

Episode #5

I had a history test today. It used to really get me down when I got them wrong. Oh, what's one more E. I can get a job as a roller derby queen and make real good money.

Episode #6

I went to the school basketball game the other night. It was pretty good. I used to get real excited about the team and games and all ... Now ... like there's more important things to do. What's the big deal about basketball?

	Level	Sex	Content
Episode #1 -	1	female	I had a bad day today.
Episode #2 -	3	male	I've been doing junk.
Episode #3 -	1	male	My parents won't get off my back.
Episode #4 -	3	female	Last night I went to the doctor.
Episode #5 -	2	female	I had a history test today.
Episode #6 -	2	male	I went to the basketball game.

Scoring Criteria: Adequate - 4/6 Strong - 5/6

PARTICIPANT HANDOUT

INDIVIDUAL LIST OF FEELING WORDS

(Put + beside positive feeling words, and - next to negative feeling words)

PARTICIPANT HANDOUT

LISTENING FOR FEELINGS (An Exercise)

DIRECTIONS: Children communicate to parents much more than words or ideas. Behind the words often lie feelings. Following are some typical "messages" children send. Read each separately, trying to listen carefully for feelings. Then in the right-hand column, write the feeling or feelings you heard. Discard the "content" and write in only the feeling -usually one or several words. Some of the statements may contain several different feelings - write in all the main feelings you hear, numbering each different feeling. When you have finished, compare your list with those in the Key, scoring each item according to the scoring directions.

Child Says	Child is Feeling
EXAMPLE: I don't know what is wrong. I can't figure it out. Maybe I should just quit trying.	(a) Stumped. (b) Discouraged. (c) Tempted to give up.
1. Oh boy, only ten more days until school's out.	1.
2. Look, Daddy, I made an airplane with my new tools!	2.
3. Will you hold my hand when we go into the nursery school?	3.
4. Gee, I'm not having any fun. I can't think of anything to do.	4.
5. I'll never be good like Jim. I practice and practice and he's still better than me.	5.
6. My new teacher gives us too much homework. I can never get it all done. What'll I do?	6.
7. All the other kids went to the beach. I don't have anyone to play with.	7.
8. Jim's parents let him ride his bike to school, but I'm a better rider than Jim.	8.
9. I shouldn't have been so mean to little Jimmy. I guess I was bad.	9.
10. I want to wear my hair long - it's my hair, isn't it?	10.
11. Do you think I'm doing this report right. Will it be good enough?	11.

From: Parent Effectiveness Training, by Thomas Gordon, 1970.

12. Why did the old bag make me stay after school, anyway? I wasn't the only one who was talking. I'd like to punch her in the nose.	12.
13. I can do it myself. You don't need to help me. I'm old enough to do it myself.	13.
14. Arithmetic is too hard. I'm too dumb to understand it.	14.
15. Go away; leave me alone. I don't care what happens to me anyway.	15.
16. For awhile I was doing good, but now I'm worse than before. I try hard, but it doesn't seem to help. What's the use?	16.
17. I would sure like to go, but I just can't call her up. What if she would laugh at me for asking her?	17.
18. I never want to play with Pam anymore. She's a dope and a creep.	18.
19. I'm sure glad that I have you and dad for parents rather than some other kid's parents. parents.	19.
20. I think I know what to do, but maybe it's not right. I always seem to do the wrong thing. What do you think I should do, Dad, work or go to college?	20.

NOW, USE THE SCORING KEY ON THE NEXT PAGE AND SCORE YOUR RESPONSES.

1. Score each item just to the left of the numbered items.
2. Total all of your item scores and write in the total score on the Scoring Key page.

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SCORING KEY:

Listening for Feelings

DIRECTIONS:

Give yourself a 4 on those items where you feel your choices closely match those on the Scoring Key.

Score yourself a 2 on items where your choices only partially match or where you missed a particular feeling.

Give yourself a 0 if you missed altogether.

1. (a) Glad.
   (b) Relieved.
2. (a) Proud.
   (b) Pleased.
3. (a) Afraid, fearful.
4. (a) Bored.
   (b) Stumped.
5. (a) Feels inadequate
   (b) Discouraged.
6. (a) Feels job is too hard.
   (b) Feels defeated.
7. (a) Left behind.
   (b) Lonely.
8. (a) Feels parents are being unfair.
   (b) Feels competent.
9. (a) Feels guilty.
   (b) Regrets his action.
10. (a) Resents interference of parents.
11. (a) Feels some doubt.
    (b) Not sure.
12. (a) Angry, hateful.
    (b) Feels it was unfair.
13. (a) Feels competent
    (b) Doesn't want help.
14. (a) Frustrated.
    (b) Feels inadequate
15. (a) Feels hurt.
    (b) Feels angry.
    (c) Feels unloved.
16. (a) Discouraged.
    (b) Wanting to give up.
17. (a) Want to go.
    (b) Afraid.
18. (a) Angry
19. (a) Grateful, glad.
    (b) Appreciates parents.
20. (a) Uncertain, unsure.

YOUR TOTAL SCORE________________________________

HOW YOU RATE IN RECOGNIZING FEELINGS:

61-80	Superior recognition of feelings.
41-60	Above average recognition of feelings.
21-40	Below average recognition feelings.
0-20	Poor recognition of feelings.

PARTICIPANT HANDOUT

DISCRIMINATING CONTENT AND FEELING: PRACTICE WRITTEN STATEMENTS

Directions: Read each statement. Under Content, briefly restate the content of the message. Next, determine what key feeling or feelings are being communicated and indicate under Feeling.

STATEMENT 1

Who cares about the stupid work! It don't make any sense and you can't do it anyhow. Dumb teachers - what good are they anyway? Always giving too hard stuff.

Content: ______________________________

____

____

____

Feeling: ______________________________

____

____

____

STATEMENT 2

I just don't know how to get along with George. I want to love him so much, but I get so fed up ... He has such an annoying way of saying, "I just want to help you dear," and then he criticizes me all the time. I could scream.

Content: ______________________________

____

____

____

Feeling: ______________________________

____

____

____

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PARTICIPANT HANDOUT

DISCRIMINATING CONTENT AND FEELING: COMPETENCY CHECK FOR WRITTEN STATEMENTS 1.1.(a)

Directions: Read each statement. Under Content, briefly restate the content of the message. Next, determine what key feeling or feelings are being communicated and indicate under Feeling.

STATEMENT 1

It's really neat to find a teacher who'll listen to a student instead of yelling all the time. I know I griped a lot about how boring the class was and sometimes don't pay any attention to what's going on. Thanks for listening.

Content: ______________________________

____

Feeling: ______________________________

____

STATEMENT 2

I don't know if I want to go into Mr. Frank's class. I've never had that work before. Most of the kids are really brains in the class. How about if I stay in Miss Jane's class? Her kids are not so sharp and I'd do good in there.

Content: ______________________________

____

Feeling: ______________________________

____

STATEMENT 3

I feel so bad - I have no friends. Nobody likes me. All the other kids lunch together and play together. They always leave me out - as if they don't even care about me. Sometimes when I'm alone and all the other kids are together I feel like crying. Why doesn't anyone like me? I try to be nice, but nothing seems to work. I guess there is nothing I can do.

Content: ______________________________

____

Feeling: ______________________________

PARTICIPANT HANDOUT

COMPETENCY FEEDBACK SHEET: DISCRIMINATING CONTENT AND FEELING 1.1.(b)

Name____________________________________Date_______________

Instructor____

Response Set	Content		Feeling	
	Score	Criterion	Score	Criterion
#1		3 of 6		1 of 1
		Pass		
	Score	Criterion	Score	Criterion
#2		3 of 6		1 of 2
		Pass		
	Score	Criterion	Score	Criterion
#3		3 of 6		2 of 3
		Pass		
	Score	Criterion	Score	Criterion
#4		4 of 7		2 of 4
		Pass		
	Score	Criterion	Score	Criterion
#5		5 of 10		3 of 4
		Pass		

SUMMARY	WEAK	ADEQUATE	STRONG
Criteria	Less than adequate	(a) Pass 1,2,&3 (b) Pass 4 & 5 (c) 4 or 5, & two of 1,2,&3	Pass any four
Skill Level			

Comments:____

____

____

____

____

____

____

PARTICIPANT HANDOUT

OWNERSHIP OF FEELINGS: SCALE AND PRACTICE

Level One

A. Speaker denies or minimizes own feelings; blames others.

B. If speaker states feelings, they are seen as coming from outside himself. People or situations make the feelings; these are forced on speaker. Speaker denies responsibility for feelings.

Level Two

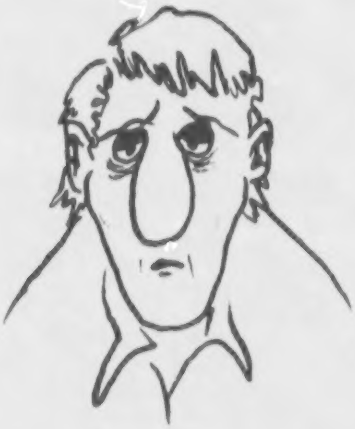
A. Speaker fails to talk about his "here and now" feelings, and instead talks in past or future terms about his feelings.

B. Speaker states feelings but quickly minimizes, undoes, or rationalizes their importance and impact.

Level Three

A. Speaker clearly owns and identifies his feelings and expresses them with emotion.

B. Speaker states feelings and accepts their reality.



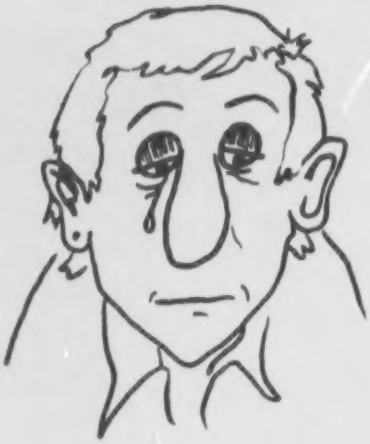
Statement 1.

My girl friend and I broke up last week. We'd been going together for almost two years, and then she met another guy. I think she was looking for kicks or something. I really don't care, though. She and I didn't have much in common anyway. Why cry over spilled milk?

Check the level of owning speaker feelings: *Level 1*________

*Level 2*________

*Level 3*________



Statement 2.

I've been feeling really depressed since last week when my girl friend and I broke up. It hurt me a lot. She dropped me for another guy. I'm really angry at her for deserting me that way. It makes me feel like I'm inadequate.

Check One: *Level 1*_________

*Level 2*_________

*Level 3*_________

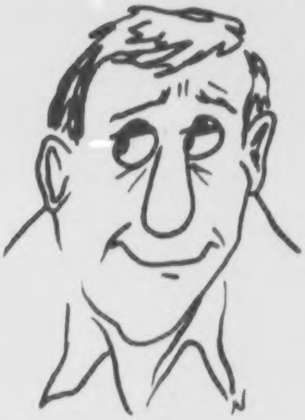
Statement 3.

My girl friend and I broke up last week. I was a little upset...We'd been pretty close for almost two years, then she starts seeing someone else. But I suppose that breaking up, even though it hurts some, is better than staying with someone you'll always be fighting with.

Check one: *Level 1*_________

*Level 2*_________

*Level 3*_________



PARTICIPANT HANDOUT

OWNERSHIP OF FEELINGS SCRIPT FOR PRACTICE/COMPETENCY CHECK

I. PRACTICE

Please identify the appropriate level of ownership of feelings for each of these episodes.

Episode #1

For the past few months I've been having these arguments with myself about quitting school - should I or shouldn't I? I really get angry at the homework and some of the crappy things I have to do. But guess I get more angry at myself for not being able to get fired up and do the work. I'm really scared that if I do quit, I'll feel I failed myself and my family.

Level ____

Episode #2

I've been thinking about quitting school lately. It's really a drag, and the things the professors talk about are really dumb. It's not that I'm not trying. It's just that none of my courses turn me on. Why should I stay somewhere and waste my time?

Level ____

Episode #3

I hear that Bill asked Sue out for Saturday night. It used to make me mad when he asked somebody else for a date. But I don't really care anymore - he's kind of a creep anyway.

Level ____

II. COMPETENCY CHECK

Please identify the appropriate level of ownership of feelings for each of these episodes. Instructors will indicate correct levels.

The scoring cirteria is:		
	Adequate	four of six correct
	Strong	at least five of six correct

Episode #1

Level ____

I had another bad day today. You know, like, I wasn't going to get high today. But the car broke down and I couldn't go to work. I'm not really strung out on barbs, but if days are as bad as this, I might be. I just seem to have rotten luck.

Episode #2

Level ____

I've been doin' junk for about two years now. I guess I've jived myself into believing that I'd never be a junkie. Here I am rippin' off my friends, lyin' to my folks. I live to get high. I feel like I'm not even human anymore. Most of the time I feel guilty for what I've done and scared I'll never be able to change.

Episode #3

My parents won't get off my back. Ahh, they just keep buggin' me about my wierd, freaky friends and how they're just screwin' up my life. I really don't care what they think. I'm gonna split and go to the coast soon anyway.

Level ____

Episode #4

Last night I went to the doctor and found out I am pregnant. I called up my boyfirend right away and he said he was working on his car and that he'd come over for me when he was finished. Being pregnant is really scarey for me but I was even more ripped apart by my boyfriend. I was stunned and really hurt that he didn't offer to come to me when I really needed him.

Level ____

Episode #5

I had a history test today. It used to really get me down when I got them wrong. Oh, what's one more E. I can get a job as a roller derby queen and make real good money.

Level ____

Episode #6

I went to the school basketball game the other night. It was pretty good. I used to get real excited about the team and games and all ... Now ... like there's more important things to do. What's the big deal about basketball?

Level ____

Assessment Task(s) / Criteria

1.1. (a) Participant will accurately identify and discriminate the content and feeling of written communications.

Assessment Activity: Read three written statements on handout provided. Under Content, briefly restate the content of the message. Next, determine what key feeling or feelings are being communicated and indicate under Feeling. (See participant handout "Discriminating Content from Feeling: Written Statements"

1.1. (b) Participant will accurately identify and discriminate the content and feeling of verbal communications in a individual counseling simulation.

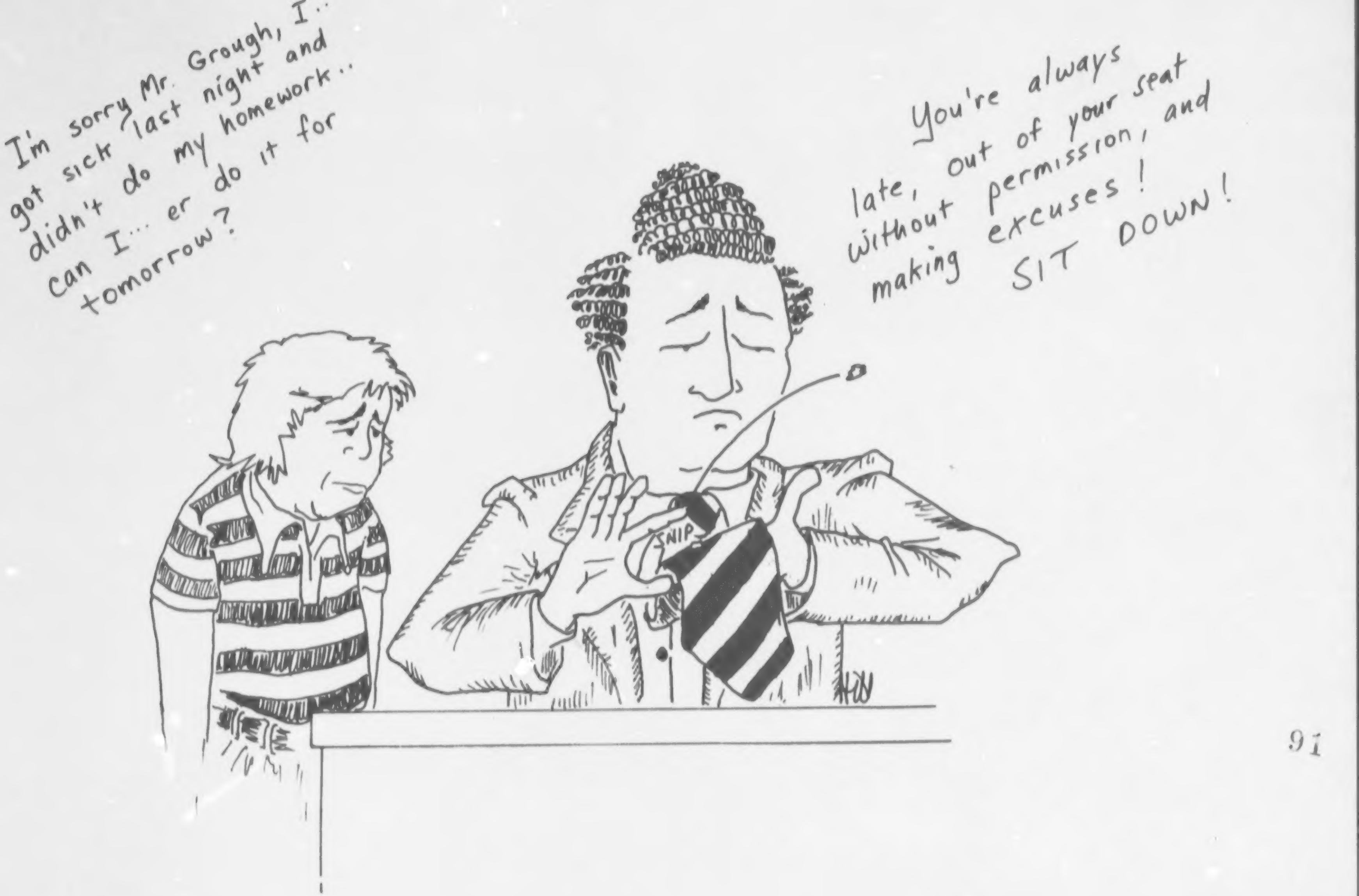
Assessment Activity: Listen to an audiotape of a counseling session. After each statement is made, stop the tape and give participant time to write down content in one column on a paper and feelings in another column. (See participant handout "Criteria Checklist for Discriminating Content from Feeling" page and audiovisual materials, page Audiotape Script for "Discriminating Content from Feeling Criteria Check."

1.2. Participant will accurately identify the level of ownership of feelings in written and verbal communications by attaining 80% of correct ratings of speaker responses.

Assessment Activity: Listen to tape of six statements. Tape is stopped after each statement and participants write down the level of ownership of speakers as 1, 2, Or 3. (See participant handout Ownership of Feelings: Script for Practice/ Competency Check.

Supplemental Resources

1. Readings: #2, #3, #6, #9, #18
   (See Module #1, Participant Handout, List of Resource Readings
2. Active Listening by Carl R. Rogers and Richard E. Farson
3. Understanding Emotions - The Adolescent Experience by Samuel Wagonfeld (Consultant)


I'm sorry Mr. Grough, I..
got sick last night and
didn't do my homework..
can I... er do it for
tomorrow?
You're always
late, out of your seat
without permission, and
making excuses!
SIT DOWN!
SNIP

3 MODULE

TITLE

Respect and Empathy Training

DURATION 3 sessions (9 hours)

COMPONENTS

1. Overview of Module
2. Performance Objectives (course and workshop)
   a) Instructor
   b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
   a) Instructor
   b) Participant
5. Assessment Task(s)Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙	Fishbowl
□	Instructor presentation
↕	Interaction between participants and instructor
⊗	Large group discussion
⁘	Small group work
⊛	Sharing small group work with whole group
•	Individual work
:	Participant pairs work together
⍗	Feedback to instructors
⦽	Feedback to class
◈	Audiovisual presentation
↻	Whole group rounds
•→⁘	Individual work shared in small group
•→○	Individual work shared in large group
├─┤	Suggested break

Overview of Module

Respect is positive regard and caring for others. The amount of respect shown is the extent to which the helper communicates positive regard and caring for the feelings, experiences, and potentials of the helpee.

We can let someone know that we care about him by demonstrating an interest in him. This can be done by listening attentively while someone is speaking, by asking questions that help us get closer to a person's state of being, and by asking questions in an effort to clarify the message being communicated. All of us have our own truths based on our own experiences and perceptions. Other people may agree or disagree with these truths. By trying to find out the truth as it is perceived by someone else, we are showing interest, caring, and respect for that person.

Empathy is having a full awareness of who the helpee is and a comprehensive and accurate understanding of his thoughts and feelings. The helper domonstrates empathy when his responses accurately reflect the feeling and meaning of the helpee's expressions.

This module on respect and empathy emphasizes positive ways of responding to a person needing help. Participants are first introduced to the concept of respect by exchanging viewpoints on what is and is not respectful behavior. A definition of respect is presented as well as specific ways in which respect can be communicated to the helpee (attentive questioning, and clarification questioning).

Participants will observe a role play of a counseling session in which the instructor will demonstrate attentive listening and explanation of own inattentiveness. Prior to a mini-presentation by the instructor on involvement questioning, the participants will be directed into a simulation activity called the Cocktail Party where they will experience non-involvement questioning.

Finally, the instructor will present key points about clarification questioning before breaking the class into triads to practice respectful questioning techniques. A competency check on respect will then be conducted in class.

Participants are next introduced to the concept of empathy by reading a handout while the instructor explains key points and a three point scale for rating levels of empathy. Participants practice, in small groups, using empathy and respect. Ratings are then shared and discussed. Participants are then given the pretest tapes that they made in the first session of Module #1 and asked to rate the helper the helper responses for empathy and respect. This final activity is a competency check for skill in identifying respectful and empathic behavior.

Objectives

Instructor will explain format and activities for module.

Instructor will introduce concept of respect.

Instructor will elicit participant ideas on respect.

Instructor will provide written explanation of ways in which respect is communicated.

Instructor will participate in role play of counseling session and facilitate group sharing of observations.

Instructor will facilitate group activity ("Cocktail Party") and follow-up with discussion on involvement questions.

Instructor will present main points concerning involvement questioning.

Instructor will introduce concept of clarification questioning.

Instructor will facilitate small group role play of respectful questioning.

Instructor will facilitate sharing of role play experience.

Instructor will explain criteria for evaluation of respectful questioning.

Instructor will provide a definition of empathy.

Instructor will explain the scales for rating the levels of empathy.

Instructor will demonstrate and facilitate small group practice of counseling using empathy, respect and checkpoint summary.

Instructor will simulate a dialogue for the purposes of rating respect and empathy by participants.

Instructor will facilitate participant ratings of taped pretests for respect and empathy.

Instructor will explain competency check for respect and empathy.

PARTICIPANT

Objective 2.1.	Participant will demonstrate knowledge of the concept and expression of respect in counseling and human relations.
Task 2.1.(a)	Participant will accurately write examples of both respectful and disrespectful responses, given a set of ten helpee statements.
2.1.(b)	Participant will categorize levels of helper respect displayed in an audiotape dialogue. Rating will be based on criteria described in instructor guide: Criteria for Rating Empathy and Respect Dialogue, pp. 88-89.
Objective 2.2.	Participant will demonstrate knowledge of the concept and expression of empathy in counseling and human relations.
Task 2.2.	Participant will categorize levels of helper empathy displayed in an audiotaped dialogue. Rating will be based on criteria described in instructor guide: Criteria for Rating Empathy and Respect Dialogue,pp. 88-89.

Instructional Unit Guide

Respect and Empathy Training

MODULE 3

(Deal with class or group issues prior to unit instruction.)

Objective 2.1. Participant will demonstrate knowledge of the concept and expression of respect in counseling and human relations.

2.2. Participant will demonstrate knowledge of the concept and expression of empathy in counseling and human relations.

ASSESSMENT TASK(S)/CRITERIA:

2.1.(a) Participant will accurately write examples of both respectful and disrespectful responses, given a set of ten helpee statements.

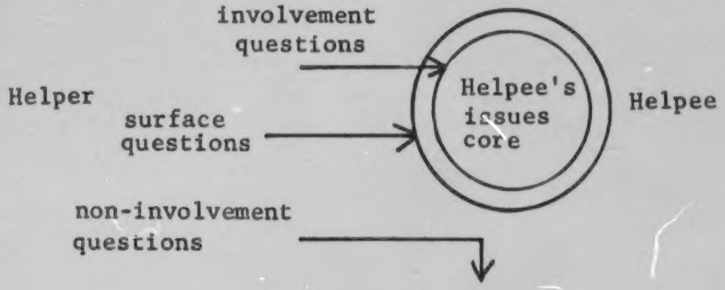
(b) Participant will categorize levels of helper respect displayed in an audiotape dialogue. Rating will be based on criteria described in instructor guide: Criteria for Rating Empathy and Respect Dialogue.

2.2. Participant will categorize levels of helper empathy displayed in an audiotaped dialogue. Rating will be based on criteria described in instructor guide: Criteria for Rating Empathy and Respect Dialogue.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
10"	☐	1. Overview of Sessions - describe objectives, tasks, and learning format; establish participant expectations.	
35"	☐	2. Introduction to Respect - The instructor introduces the concept of respect and then proceeds as indicated below: a) Write the following in complete sentences on on the chalk board, one at a time. After each one is written, ask the class to share	Instructor Guide: ● Respect, p. 84

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		their completions aloud and record them on the board. Then proceed to the next incomplete sentence. #1 Respect is ... #2 I think I'm respectful when I ... #3 I think I'm not respectful when I ...	
	☐	b) Briefly comment on the responses to the three sentences after they are recorded on the board.	
	☐	c) Definition and Indicators of Respect - distribute handouts and provide a short overview of the indicators of respect (i.e., attentive and inattentive behavior, involvement questions, clarification questions).	
	⊙	3. Attentive and Inattentive Behavior	
30"	⊗	a) Have class members read Items II, a & b on handout. b) Role play a counseling session with volunteer participant as helpee and instructor as helper. The helper is to display attentive and inattentive behavior as well as demonstrating "explanation of one's own inattentiveness." The class members are to divide a piece of paper in half and list, on one side, examples of attentive behavior (verbal and non-verbal) and on the other half of the paper, list examples of inattentive behavior. They should also note ways in which the helper explains his inattentive behavior to the helpee. c) Group sharing of what members have recorded on paper, and discussion.	Participant Handout: ● Communication of Respect, pp. 96-97

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
35"	●	4. Involvement Questioning	
	↻	a) A Cocktail Party - Instructor explains: "At a cocktail party you often meet many different people. Most of them are only interested in talking about themselves." Have each class member write down a description of a person who might be at a cocktail party and what that person's hidden agenda might be. Example: An oil tycoon who is looking for a young woman with whom to have an affair; or a youthful go-getter who is looking to impress a potential employer. As each person finishes writing out a role, put all of the characterizations into a hat and have people pick out one. Explain: "Now pretend we are the person you chose from the hat. Mix with as many people as you can and try to play the role and achieve your hidden agendas. Be interested in yourself."	
	✥	b) After the cocktail party, discuss the nature of each person's relationship with others, i.e., superficial, unconcerned.	
	☐	c) Mini-presentation: Involvement questioning Instructor introduces the following ideas: In order to discover someone's thoughts and feelings about an issue, we need to question them in a way that will enable us to gather information around that issue. By questioning to obtain relevant data, we are communicating respect for, and interest in, the other person. Involvement questions seek out information about the person. They are	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		the kind of questions that get to the core of an issue rather than the surface, (see diagram below.)  involvement questions Helper surface questions non-involvement questions Helpee's issues core Helpee Have participants read item IIc. Involvement Questions on handout entitled Communication of Respect, pp. 96-97 distributed earlier. Examples of involvement questions are presented.	
		Non-involvement Questions - see Item IIc. Some helper questions are almost rhetorical in nature. The helper throws out a question only to answer it in reference to himself. This would not be an indication of interest or caring. Surface issues often detract from the core issue and keep the helper from "getting too close." It is important to probe areas but not be sidetracked by surface issues.	Participant Handout: ● Communication of Respect, pp. 96-97

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
10"	☐	5. Mini-presentation: Clarification Questioning. Instructor presents following ideas: Clarification questioning is designed to facilitate the helper's understanding of the message being communicated. Asking clarification questions such as "I'm not sure I understand, could you say a little more about that?" or "What did you mean when you said...?" not only benefits the helper, but causes the helpee to reconsider what he has said and think it through one more time. When a message is clarified it helps us to understand a person's orientation and leaves less room for misinterpretation.	Participant Handout: ● Respect Training: Illustrative Clarification Questions p. 98
55"	○○ ○○	6. Triad Role Play Practice of Respectful Questioning: Game of 20 questions a) Divide participants into groups of 3 (triads) b) Within each triad, one person is to take the role of a helper, one the helpee and one an observer-recorder. The helpee is to identify a key issue for himself and some minor surface or side issues. Using questioning only, the helper is to find out the key issue of the helpee, and the side issues being interjected, using the Respect Triad. Observer Form, the observer is to record examples of clarification and involvement questioning and when they occur, as well as examples of non-involvement questioning and imposing biases and assumptions. Reverse roles until each person has a chance to be	Participant Handout: ● Respect Triads: Observer Forms, p. 99

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		a helper. An example of a helpee issue might be: Key issue: I'm embarrassed and afraid to talk in class; Side or surface issues: The teacher is critical; the kids are nasty; the work is too difficult. c) Small groups share their role playing experiences with the whole group. Examine the difficulty of questioning, and bridge into Empathy with the observation that "It's hard to get at someone's core issue if you haven't experienced, or can't identify with, the helpee's situation or feeling."	
	●	7. Assessment Task 2.1.(a): Instructor distributes handout and reviews directions. Participants complete in class and return to instructor. (This is the Assessment Activity.) (Written participant feedback on unit.)	Participant Handout: ● Competency Check on Respectful Questioning, pp. 100-102 (End Session #1)
20"	☐	8. Introduction to Empathy The instructor introduces the concept of empathy in large or small groups. a) Instructor distributes handout and gives definition of empathy as follows: "The extent to which the helper communicates understanding of the helper's thoughts and feelings." b) Read through each part of the handout, going over it step by step with the class. c) Key Point to make with participants: A question such as "Are you angry?" cannot be regarded as empathy. Since the helper is	Participant Handout: ● Communication of Empathy: Scales for Assessment of Interpersonal Functioning, pp. 103-104 Instructor Guide: ● Empathy, p. 85

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		asking a question in order to gather information for his own needs, he is not yet in touch with, and therefore does not understand, the helpee's thoughts and feelings. d) Scales for Rating Levels of Empathy (adapted from Robert Carkhuff) - the instructor provides the following explanation: Empathy is rated on three levels: level 2: subtracts level 3: mirrors, accurately reflects level 4: adds to e) Points for instructor to emphasize when using the empathy scale: (1) Empathy at level 2 occurs when the helper attempts to be empathic by giving back information or feelings which the helpee indicates are inaccurate or untrue. For example: After the helpee is yelling and screaming, the helper says: "You really seem angry," and the helpee responds "No," even though it may be true in fact (low ownership). Empathy at level 2 can also occur when the helper gives back inaccurate feelings or information. Helper: "So you tossed the chair at Mike after he hit you." Helpee: "No, that's not what I said." (2) Empathy at level 3 occurs when the helper gives back the content and/or feelings of the helpee (mirroring). Helpee: "I really get annoyed when Helen calls me on the phone late at	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		night and wakes me up." Helper: "You don't like when Helen calls and wakes you up." Or, Helpee: "Last Tuesday I had the greatest time. My brother and I got to go to the circus. We saw the clowns and the elephants and a whole lot of neat things." Helper: "You're really excited about the great time you and your brother had at the circus." (3) Empathy at level 4 occurs when the helper brings about increased awareness or a new dimension of thought or feelings to the helpee's communication. The helpee might say: "I don't want to present my report in English class today." Helper responds: "It must be scary getting up in front of your friends." Helpee: "Yes!" Another example of empathy at level 4 is: Helpee says "My folks are always bugging me to be careful about this, and to call them when it's late." Helper says "It sounds like your parents really care about you." Helpee says "Yeah, I never thought of it that way."	
45"	○○ ○○	9. Round Robin Practice in Counseling Using Empathy, Respect, and Checkpoint Summary. In small groups, with an instructor as helpee the group is to collectively carry on a counseling dialogue with the helpee. Members are to take turns asking questions, being empathic and respectful. When someone	Audiovisual materials: ● tape recorder and tape (for each group) - Optional: If video equipment is not available, instructor may choose to have participants use a written option that can

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		feels they have a piece of the problem, they can state it back to the helpee as a checkpoint summary for him to confirm. A checkpoint summary is a summary statement by the helper to the helpee of the information the helpee has disclosed so far. The checkpoint summary should succinctly convey the helpee's feelings and the reason for those feelings. For example, "The way I'm understanding what you've said is that you're really disappointed in yourself because Sally dated the other guy." The purpose of giving a checkpoint summary is to insure, as much as possible, that the helper understands the information communicated by the helpee before going on. The helper is saying: "Let me see if I have things clear so far." The helpee then either verifies that the helper has accurately processed the information or else corrects the helper where appropriate. Checkpoint summaries also serve the purpose of enabling the helpee to hear what he has said in concise manner and to reflect upon it before going on.	be role played by instructor while participants read along. (End Session #2)
15"	↕	10. Review Empathy and Respond to Questions (see Participant Handout, 6.(a) Communication of Empathy,pp. 103-104).	Audiovisual materials: ● videotape equipment Participant Handout: ● Worksheet for Rating Empathy and Respect,p. 105
20"	⊙	11. Demonstration of Empathy and Respect One instructor role-plays the helper, with a volunteer as helpee. Videotape the dialogue. One instructor charts key phrases on the board and participants rate them for empathy and respect; participants share ratings.	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	⊗	12. Review of Videotape Instructor shows practice videotape to look at any areas where ratings were questionable.	
30"	○○	13. Rating of Pretest Counseling Simulation Tapes Instructor returns pretest audiotapes (from first session, Module #1) to same pairs of participants. Each pair listens to the tapes and rates the helper responses for empathy and respect.	Audiovisual materials: ● audiotapes; tape recorders
40"	○	14. Assessment Task (2.1.(b), 2.2.): Rating Respect and Empathy Instructor explains that participants are to rate helper responses for levels of empathy and respect on a competency videotape. He plays the videotape, pausing after each response.	Instructor Guides: ● Script for Videotape - Empathy and Respect-Competency Check, pp. 86-87 ● Criteria for Rating Empathy and Respect Dialogue, p. 88 ● Rating Sheet: Competency Check - Concept and Expression of Empathy and Respect, p. 90 ● Optional Competency Check Dialogue for Rating Empathy and Respect, pp. 91-93 ● Criteria for Rating Empathy and Respect Dialogue - Optional Competency Check, pp. 94-95 Audiovisual materials: ● Videotapes and Videotape Equipment
5"	🗨	15. Unit feedback	Participant Handout: ● Feedback Form, p. 21

Basic Instructional Materials

INSTRUCTOR GUIDES

Respect, p. 84

Empathy, p. 85

Script for Videotape - Empathy and Respect Competency Check, pp. 86-87

Criteria for Rating Empathy and Respect Dialogue, pp. 88-89

Rating Sheet: Competency Check - Concept and Expression of Empathy and Respect, p. 90

Optional Competency Check: Dialogue for Rating Empathy and Respect, pp. 91-93

Criteria for Rating Empathy and Respect Dialogue - Optional Competency Check, pp. 94-95

PARTICIPANT HANDOUTS

Communication of Respect, pp. 96-97

Respect Training: Illustrative Clarification Questions, p. 98

Respect Triads: Observer Feedback Form, p. 99

Competency Check on Respectful Questioning, pp. 100-102

Communication of Empathy, pp. 103-104

Worksheet for Rating Empathy and Respect, p. 105

AUDIOVISUAL MATERIALS

Tape Recorders*

Audiotapes*

Videotape equipment*

*Must be provided by instructor or participant.

RESPECT

Being a good listener is an essential aspect of effective counseling. In order to be a good listener, the counselor must avoid being preoccupied with his own feelings and ideas. A helper listens attentively, but listening is more than just hearing words. Listening involves looking at the person and being with him as he expresses himself through gestures, tone of voice, and expressions. To be an effective helper, it is important to focus your attention and comments on the helpee's interests and needs and not on your own. The helper's commitment to listening and hearing what the helpee is saying is directly related to the helper's ability to genuinely care and understand. Respect and empathy are two facilitative dimensions that are a necessary part of all effective counseling relationships.

Respect: When a helper respects a helpee, he communicates a positive regard or caring for him. Such terms as "unconditional positive regard" and "non-possessive warmth" have been used to describe that which an individual experiences when he feels valued for his personal worth as a free individual. A high regard for the helpee emphasizes that his personal dignity is valued, his personal feelings are accepted, and that he is not condemmed.

It is necessary for the helper to communicate this attitude of respect so that the helpee senses that here is a situation in which he can be his real self. The helper attempts to provide a relationship of warmth and understanding, in which the helpee may feel safe enough to relax his defenses long enough to see how it feels to operate without them. The helper accepts the helpee exactly as he is at the moment, and does not try to mold him into some socially approved form.

The degree to which the helper can communicate respect to a helpee will directly influence the helper's willingness to explore problem areas. Some helpees have low self-regard or self-concept, due in part to experiences where their feelings and behaviors were not accepted or valued. As these helpees begin to experience the helper's respect, it becomes less necessary to protect oneself from emotional pain. Helper respect can break down the barriers of isolation and pave the way for close communication and new self-esteem.

EMPATHY

Empathy is understanding another person, especially what he is feeling. It involves going beyond the mere expression of words and intellectual ideas to a deeper level of understanding. When empathy exists for someone else, there is an awareness of his internal frame of reference. To be empathic is to sense the helpee's private world as if it were one's own, but without losing the "as if" quality. Such understanding enables the helpee to explore freely and deeply, and thus to develop a better comprehension of self. Although it is impossible to entirely understand another individual, it is definitely possible to strongly identify with his feelings and circumstances.

Genuine attempts to perceive and verbalize the helpee's feelings can be deeply appreciated, regardless of whether the helper's statements are right or wrong. However, in striving to understand, it is important not to offer advice or information prematurely. As the helpee experiences a relatively non-threatening counseling relationship, which includes the dimensions of respect and empathy, he is much more apt to consider alternative suggestions and methods which may be offered by the helper.

Empathic understanding is not a characteristic of all people, sometimes it is even lacking in members of the helping professions. Sensitivity to someone's thoughts and feelings can be an acquired skill, but it does require practice. Once an understanding of what the helpee is experiencing and feeling is reached, it is important that it is communicated to him.

For further information, see participant handout: Communication of Empathy, page 103 .

SCRIPT FOR VIDEOTAPE:
EMPATHY AND RESPECT - COMPETENCY CHECK

A role play based on this script should be videotaped if instructors choose to use this option for criteria check.

*(+) 1. Helper - How are things going, Patty?

Helpee - Oh, all right.

(+4) 2. Helper - You seem to be a little hesitant.

Helpee - Yeah. I had a little spell yesterday. Something happened at home last night.

(+4) 3. Helper - Something upsetting happened at home.

Helpee - Yeah. I guess so.

(+) 4. Helper - Maybe you would like to talk about it?

Helpee - Yeah. Well, last night you know, after we had finished dinner, I was getting ready to go out. I was going to go to choir practice and my mother told me that I had to do the dishes. Well, I am not the only one around there to do the dishes. So, I told her that I was going to go to choir practice and she said that she was going to call my father. She didn't have to do that.

(+4) 5. Helper - You seem to resent that she called your father.

Helpee - Yeah. When she says that she's going to call my father I get sorta scared.

(+3) 6. Helper - You get scared when your father comes into the scene.

Helpee - Unhun. Cause he's got a big mouth and he comes and starts asking me a lot questions like "What's the matter now?" and "Why can't you do the dishes when your mother tells you?", and he talks real loud.

(+) 7. Helper - How do you feel when that happens?

Helpee - Well, uh, I get real scared.

(+3) 8. Helper - So, you feel scared when he starts yelling and questioning.

Helpee - Yeah. I don't even have time to think when he's asking me all those questions.

*Ratings are indicated for instructor use only.

*(+2) 9. Helper - You seem to be pretty excited about getting into a hassle with him.

Helpee - Huh? What do you mean?

(+2) 10. Helper - Well, maybe you get some pleasure out of fighting with your father.

Helpee - I don't like getting into fights with my father.

(-) 11. Helper - Is that too difficult to understand?

Helpee - Oh, what's the use of talking to you.

(+3) 12. Helper - You feel there's no use in talking to me?

Helpee - No.

(-2) 13. Helper - I guess you don't think very much of yourself.

Helpee - (silence)

(+) 14. Helper - You know, there are other students I can be giving my time to now.

Helpee - So, why don't you?

(+3) 15. Helper - You feel that I should talk to somebody else?

Helpee - Yeah. You might as well.

(+4) 16. Helper - You seem to be angry with me right now.

Helpee - Yeah, I guess I am.

(+4) 17. Helper - Maybe you're angry with me like you were with your mother when she called your dad in.

Helpee - Yeah; Why don't you adults understand anything?

(+3) 18. Helper - You feel angry with adults when they don't understand?

Helpee - Yeah.

(+) 19. Helper - How do you feel about your own parents?

Helpee - My parents never try to understand me.

(+3) 20. Helper - You feel they never understood you?

Helpee - Yeah. I really wonder if they care at all.

(+4) 21. Helper - That must be a very hard question to live with.

Helpee - Yeah. You're so right about that.

*Ratings are indicated for instructor use only.

INSTRUCTOR GUIDE

Note: Not to be distributed to participants.

CRITERIA FOR RATING EMPATHY AND RESPECT DIALOGUE

There are a total of 21 helper responses to be rated. The correct ratings are as follows:

Helper Response #	Respect	Level of Empathy	
1	+		(respectful)
2	+	4	(respectful + level 4 of empathy)
3	+	4	(respectful + level 4 of empathy)
4	+		(respectful)
5	+	4	(respectful + level 4 of empathy)
6	+	3	(respectful + level 3 of empathy)
7	+		(respectful)
8	+	3	(respectful + level 3 of empathy)
9	+	2	(respectful + level 2 of empathy)
10	+	2	(respectful + level 2 of empathy)
11	-		(disrespectful)
12	+	3	(respectufl + level 3 of empathy)
13	-	2	(disrespectful + level 2 of empathy)
14	+		(respectful)
15	+	3	(respectful + level 3 of empathy)
16	+	4	(respectful + level 4 of empathy)
17	+	4	(respectful + level 4 of empathy)
18	+	3	(respectful + level 3 of empathy)
19	+		(respectful)
20	+	3	(respectful + level 3 of empathy)
21	+	4	(respectful + level 4 of empathy)

+ = respectful; - = disrespectful; 2, 3, 4, = empathy rating

Some helper responses have both empathy and respect ratings. Some helper responses have only respect ratings.

Evaluation process:

There are 21 helper responses to rate. All twenty one can be rated for respect (+ or -). There are 19 respectful responses and 2 disrespectful. Criteria for rating respect is:

Strong rating = at least $\frac{18}{21}$ correct. Of the 18 correct responses, the 2 disrespectful responses have to be included and 16 respectful responses included.

$R = \frac{18}{21} = (\frac{2}{2}$ (disrespectful) $\frac{16}{18}$ respectful responses)

Adequate rating = $\frac{16}{21}$ with at least one disrespectful response included.

$R = \frac{16}{21} = \frac{1}{2}$ disrespectful + $\frac{15}{21}$ responses

Weak in Respect = less than 16 correct ratings and/or no disrespectful responses noted correctly.

$W = \frac{15}{21}$ or $\frac{17}{21}$ = ($\frac{17}{19}$ respectful + $\frac{0}{2}$ disrespectful)

Rating Empathy: In rating the 15 empathy responses, we give half point where level 3's and level 4's have been interchanged by the ratio. So if someone rates helper response #3 as +3 (correct answer is +4) they would get half credit. In rating empathy, credit is given to those responses that are not empathy responses and so noted by rater. For example: responses #1 and #4 are + or respect only. If the rater recorded that, he would get 1 point for knowing it wasn't empathy. Similarly, if response #1 was recorded as +3 by the rater, he would be -1 point as he incorrectly rated the response. Of the 21 responses 15 should not be rated for empathy; 6/15 are level 4; 6/15 are level 3; 3/15 are level 2.

Strong Empathy = $\frac{17}{20}$ correct and at least $\frac{2}{3}$ level 4's; $\frac{4}{5}$ level 3's $\frac{1}{2}$ level 2's; $\frac{8}{10}$ non-empathy responses; in each category

Adequate Empathy = $\frac{14}{20}$ or better on at least one correct in each category

Weak Empathy = less than $\frac{14}{20}$ correct or a "0" correct in any category

INSTRUCTOR GUIDE

RATING SHEET:
COMPETENCY CHECK - CONCEPT AND EXPRESSION
OF EMPATHY AND RESPECT (OBJECTIVE 2.1.)

Name____

PART I. Empathy and Respect Rating of Written Dialogue

RESPONSE NUMBER	EMPATHY		RESPECT	
	Your Rating (2, 3, or 4 only)	Criterion Rating	Your Rating (+ or - only)	Criterion Rating
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

DIRECTIONS: For Empathy Ratings - Use only levels 2, 3, or 4
For Respect Ratings - Use only positive (+) or negative (-) respect levels
Enter ratings under "Your Rating" column; leave "Criterion Column" blank

SUMMARY		
WEAK	ADEQUATE	STRONG

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OPTIONAL COMPETENCY CHECK: DIALOGUE FOR RATING EMPATHY & RESPECT

Directions: This dialogue and the attached blank rating sheet may be distributed to participants as an alternative to using a videotaped dialogue.

Helpee: Miss Jones caught me in the hall again. She brought me down here. She said I can't be cutting classes. She wanted to know where I was supposed to be. She's giving me all this garbage and all this stuff about I have to go to my classes. She just doesn't understand. She's giving me all this garbage.

1. **Helper:** Were you cutting class? Was it during the time that you were supposed to be in class?

Helpee: Yeah. I was supposed to be in Phys. Ed.

2. **Helper:** Were you walking down toward the P.E. area?

Helpee: Man, I was as far away from Phys. Ed. as I could get. I was way down the other end of school.

3. **Helper:** It sounds like you weren't really that excited about going to Phys. Ed.

Helpee: Oh, that dumb Phys. Ed. teacher. He says you got to wear uniforms and you got to get changed and you got to get dressed and all this stuff. I don't get changed with all them other guys.

4. **Helper:** Was this in the middle of the class that you were in the hall?

Helpee: Yeah.

5. **Helper:** What were your plans? What were you going to do?

Helpee: I just wasn't going to go to class. I'd go somewhere else. I don't care where. I just didn't want to go to that class. I'm not going in there and have to put on that uniform and all that stuff. It's stupid. It's dumb. They all sit around and laugh. It's stupid.

6. **Helper:** You didn't want to go to P.E. because of the uniform you had to wear?

Helpee: Yeah. I don't like to wear uniforms. You have to get changed and all that stuff and I don't like to wear uniforms in class.. ... that dumb gym class.

7. **Helper:** So you think changing into a uniform is really dumb?

Helpee: Yeah....I mean.....you know.....All these other guys standing around and you got to sit there and get changed and all that stuff. It's embarrassing.

8. Helper: Does everyone have to change into a uniform?

Helpee: Yes, they all have to change. But you know.....I'm a little heavier and stuff like that and they make fun. I just don't like it.

9. Helper: So changing into a uniform is kind of threatening for you?

Helpee: They don't scare me. I'm not threatened.

10. Helper: What you're saying is that it's really a hassle changing into a uniform, but it's not threatening?

Helpee: Yeah, I'm not going to do it. You know.....It's garbage man. I'm not going to do that not in front of those other guys. I mean you know.....It's embarrassing.

11. Helper: Do the kids make fun of you because you're heavy?

Helpee: Yeah. Every time I take my clothes off in front of them they laugh at me.

12. Helper: Is it changing in front of them or wearing the uniform that bothers you most?

Helpee: Changing in front of them.

13 Helper: It sounds like if you could find a place to change without them seeing you, you would feel less self-conscious and would wear the uniform in class.

Helpee: Yeah. If I could find a place.

14. Helper: Have you tried to work it out with the P.E. teacher?

Helpee: Not with that creep. I wouldn't do anything for him.

15. Helper: Sounds like you're really angry at the P.E. teacher.

Helpee: Oh Yeah. He says you got to wear a P.E. uniform to P.E. class and he never changes his mind.

16. Helper: Do you enjoy getting into arguments with the P.E. teacher?

Helpee: Huh? What are you talking about? I don't enjoy arguing.

17. Helper: It seems like you get into arguments with the P.E. teacher like you do with your older brother at home.

Helpee: That's got nothing to do with this.

18. Helper: Do you think if we mentioned to the P.E. teacher your reason for wanting to change away from the other boys he would go along with it?

Helpee: If we both go, he might.

19. **Helper:** So what's happened then is you are embarrassed to change in front of the boys in P.E. because they make fun of your being heavy and so you've been cutting class.

Helpee: Yeah. I don't want to change in front of them.

20. **Helper:** You haven't talked with the P.E. teacher about this, but if we both go to him, you'll be willing to let him know why you haven't wanted to wear the uniform, and will try to find a private place for you to change?

Helpee: If we could do that, it would be O.K.

INSTRUCTOR GUIDE

Note: Not to be distributed to participants.

CRITERIA FOR RATING EMPATHY AND RESPECT DIALOGUE
OPTIONAL COMPETENCY CHECK

There are a total of 20 helper responses to be rated. The correct ratings are as follows:

Helper Response #	Respect	Level of Empathy	
1	+		(respectful)
2	+		(respectful)
3	+	4	(respectful + level 4 of empathy)
4	+		(respectful)
5	+		(respectful)
6	+	3	(respectful + level 3 of empathy)
7	+	3	(respectful + level 3 of empathy)
8	+		(respectful)
9	+	2	(respectful + level 2 of empathy)
10	+	3	(respectful + level 3 of empathy)
11	+		(respectful)
12	+		(respectful)
13	+	4	(respectful + level 4 of empathy)
14	+		(respectful)
15	+	4	(respectful + level 4 of empathy)
16	-		(disrespectful)
17	-	2	(disrespectful + level 2 of empathy)
18	+		(respectful)
19	+	3	(checkpoint statement)
20	+	3	(checkpoint statement)

+ = respectful; - = disrespectful; 2, 3, 4, = empathy rating

Some helper responses have both empathy and respect ratings. Some helper responses have only respect ratings.

Evaluation process:

There are 20 helper responses to rate. All twenty can be rated for respect (+ or -). There are 18 respectful responses and 2 disrespectful. Criteria for rating respect is:

Strong Rating = $\frac{18}{20}$ correct. Of the 18 correct responses, the 2 disrespectful responses have to be included and 16 respectful responses included.

$R = \frac{18}{20} = (\frac{2}{2}$ (disrespectful) $\frac{16}{18}$ respectful responses)

Adequate rating = $\frac{16}{20}$ with at least one disrespectful response included.

R = $\frac{16}{20}$ = $\frac{1}{2}$ disrespectful = $\frac{15}{20}$ responses

Weak in Respect = less than 16 correct ratings and/or no disrespectful responses noted correctly

W = $\frac{15}{20}$ or $\frac{17}{20}$ = ($\frac{17}{18}$ respectful = $\frac{0}{2}$ disrespectful)

Rating Empathy: In rating the 10 empathy responses, we give half point where level 3's and level 4's have been interchanged by the ratio. So, if someone rates helper response #3 as +3 (correct answer is +4) they would get half credit. In rating empathy, credit is given to those responses that are not empathy responses and so noted by rater. For example: responses #1 and #2 are + or respect only. Similarly, if response #1 was recorded as +3 by the rater, he would be -1 point as he incorrectly rated the response. Of the 20 responses, 10 should not be rated for empathy; $\frac{3}{10}$ are level 4; $\frac{5}{10}$ are level 3; $\frac{2}{10}$ are level 2.

Strong Empathy = $\frac{17}{20}$ correct and at least $\frac{2}{3}$ level 4's; $\frac{4}{5}$ level 3's $\frac{1}{2}$ level 2's; $\frac{8}{10}$ non-empathy responses; in each category

Adequate Empathy = $\frac{14}{20}$ or better on at least one correct in each category

Weak Empathy = less than $\frac{14}{20}$ correct or a "0" correct in any category

PARTICIPANT HANDOUT

COMMUNICATION OF RESPECT

I. Definition of Respect:

Respect is positive regard and caring for others. The amount of respect shown is the extent to which the helper communicates positive regard and caring for the feelings, experiences, and potentials of the helpee.

II. Basic Ways in Which Respect Can Be Communicated:

A. Attentive Listening: Helper efforts to hear and understand the content and feeling of another person's message by maintaining eye contact; concentrating on what is being said, eliminating distractions, and giving undivided time and attention are ways of communicating respect. On the other hand, playing with objects, looking out a window, interrupting to talk to someone else, daydreaming, and being preoccupied with other concerns may be signs of not caring about the feelings, experiences and potentials of the helpee.

B. Explanation of One's Own Inattentiveness: Sometimes our behavior may be, or appear to be, lacking attentiveness. We may have a habit of tapping a pencil or we may appear to be drifting off when in fact we are processing what is being said. The helpee may interpret our behavior as a sign of not caring about him as a human being. If we are aware of our idiosyncracies, we can mention them to the helpee when they occur, to insure that they are not interpreted as a lack of respect.

e.g. "I have this habit of tapping my pen. It helps me process information better."
"The reason I'm staring off is that it helps me to picture what you're talking about."

Other times we are in fact not paying attention. However, it may not be due to a lack of concern for the helpee and his problem, but for reasons that have nothing to do with the helpee at all. By explaining the reason(s) for our inattentive behavior, we are, in fact, demonstrating that we do respect the other person, care about his feelings and value him as a human being.

e.g. "If I seem a bit preoccupied, it's because I heard some bad news today."
"I'm closing my eye because I have an irritation in it. I'm listening though."

C. Involvement Questioning: By asking questions that relate directly to the issue the helpee is talking about, we are communicating interest in, and respect for that person.

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Situation: A man has just lost his job and is afraid to tell the family about it.

Example of involvement questions:

-How do you think they will react?
-Did they have any idea this might happen?
-Have you ever lost a job before?
-Have you talked about other people who have lost jobs?

Example of non-involvement questions:

-Have you thought of moving away to look for another job?
-What was the name of the company you worked for?
-Do you think the economy will improve?
-Do you think other people should have been fired?
-Do you think the company can exist without you? You know, if I were fired from my job......
-How much money are you worth?
-Do you think big companies have a right to do this kind of thing?

Non-involvement questions are not intended to get closer to another person's state of being or gather needed data. They ask questions that merely touch the surface of the issue or don't relate to the helpee's issue at all.

D. Clarification questions: By asking questions that help us understand the meaning of the message and the context within which it is communicated, we can convey respect.

e.g., "I'm not sure I understand. Could you say a little more about that?"

"What did you mean when you said.....?"

"I'd like to get what you're saying better, could you help me by repeating the part about.....?"

III. Helper Intent:

Sometimes we have to ask questions that focus on very sensitive issues. When we do, we often get a hostile, defensive response from the helpee. As long as we ask the question because we feel it is important and because we care enough about the helpee to open it up, we are being respectful.

e.g., Helper: Are you getting even with teachers who treated you badly the way you got even with your brother for hurting you?
Helpee: What are you talking about? I don't get even with people. What do you think I am?

As long as my intent was not to hurt the helpee, I was being respectful. If, on the other hand, I wanted to hurt the helpee and embarrass him and pulled this question out of the clear blue sky without any real basis for it, I would be displaying disrespect.

PARTICIPANT HANDOUT

RESPECT TRAINING
ILLUSTRATIVE CLARIFICATION QUESTIONS

Questions Which Facilitate Helper's Understanding of Helpee:

Such questions are aimed at clarifying how the helpee perceives and gives meaning to his or her concerns, situations, or experiences. Questions designed to increase understanding usually begin with: How, How come, What, Are you saying, Why, Where, Could you.....

Examples might be:

How do you feel about.......?
How come the teacher thought you did it?
What's happening?
How did it happen?
What do you think is going on?
Any other things that happened?
Are you saying that you really wanted to do well?
Why did she single you out?
Did you ever steal anything before?
What put you in a bad mood?
What was different about this time?
From where are you getting these feelings (ideas)?
What did you mean when you said......?
I missed that last point. Would you mind repeating it, please?
Could you say a little more about ......?
Could you help me understand better by saying that part again?
Are you feeling angry (sad, discouraged, pleased, glad, etc.) about......?

Questions of this kind can be comfortably used in your own style, and need not be stilted or mechanical. For example: "Yeah,..... so how did that make you feel?", "Wow - a lot was going on, huh?", "Well, how come (why, what reason) the teacher singled you out?"

PARTICIPANT HANDOUT

RESPECT TRIADS:
OBSERVER FEEDBACK FORM

Comments or Observations Regarding Positive Respect - (attentiveness, explanation of inattentiveness, involvement, clarification)

Comments or Observations Regarding Negative Respect - (inattentiveness, superficiality, irrelevance, advice giving, imposing values and biases)

PARTICIPANT HANDOUT

COMPETENCY CHECK ON RESPECTFUL QUESTIONING

Write a helper's response to each helpee statement. You are to respond only with questions. Indicate whether you are responding with an involvement question or a clarification question. (Respond with four involvement and four clarification questions). For two of the ten helpee statements, respond with a question that demonstrates disrespect. (Missing the point, dealing with irrelevant issues, showing biases). Indicate which these are.

1. Helpee statement: I'm a Catholic and my dad likes to get to church on time each Sunday. This Sunday, we got into an argument over it and I sort of piddled around and didn't get ready on time.

Helper response ____

____

____

Type of Question ______________________________

2. Helpee statement: I finally went to church. He made me go with him even though I didn't want to go. I would have gone with my mom if she had asked me.

Helper response ____

____

____

Type of Question ______________________________

3. Helpee statement: Later that day he told me I'd have to be home by 9:00. So I stayed out until 11:00.

Helper response ____

____

____

Type of Question ______________________________

4. **Helpee statement:** My dad don't care one bit about me. He just wants me to do what he thinks is right regardless of what I feel.

Helper response____

____

____

Type of Question__________________________

5. **Helpee statement:** My sister always gets to stay out late; doesn't have to go places she doesn't want to; even gets to stay over at a friend's house.

Helper response____

____

____

Type of Question__________________________

6. **Helpee statement:** I always have to clean my room up. Sometimes I just push things under my bed and under the rug so my mom will think I cleaned up.

Helper response____

____

____

Type of Question__________________________

7. **Helpee statement:** You know, sometimes I think my sister and brother are trying to do things to me intentionally. My sister stabbed me in the foot with a pair of scissors. She said it was because I put on her dress.

Helper response____

____

____

Type of Question__________________________

8. **Helpee statement:** People make fun of the way I dress. They tease me on the bus and at lunch time when the teacher isn't around.

Helper response ____

____

____

Type of Question ______________________________

9. **Helpee statement:** Stanley used to be a good friend of mine. Then he liked my sister and wanted to go to the dance with her. She turned him down and now he doesn't talk to me anymore.

Helper response ____

____

____

Type of Question ______________________________

10. **Helpee statement:** My sister Pam calls me a hommunculus. It gets me real mad when she calls me that in front of my friends.

Helper response ____

____

____

Type of Question ______________________________

Actual Score	Criteria	
	3/4	clarification question
	3/4	involvement questions
	1/2	disrespectful questions

Competent Recycle

PARTICIPANT HANDOUT

COMMUNICATION OF EMPATHY

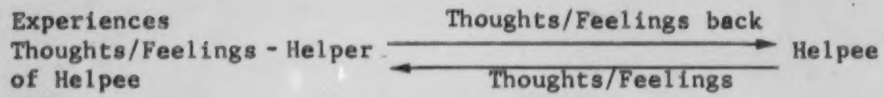
I. Definition:

Empathy - The extent to which the helper communicates understanding of the helpee's thoughts and feelings.

II. When Is A Helper Being Empathic?

To be empathic, the helper must:

(a) experience or internalize the helpee's thoughts or feelings, and
(b) reflect the helpee's thoughts or feelings back to the helpee in a manner which enables the helpee to see that his thoughts or feelings have been experienced (processed) by the helper.



For example, the helper might be experienceing the helpee's strong feelings of pride, anger, disgust, sadness, etc. The following helper reflections illustrate empathic responses:

You really seem proud of what you did.
You're feeling very angry about that.
I can sense your disgust at what happened.
That must be a real sadness for you.
I hear you saying that nobody can be trusted.

Some empathic responses may take the form of a reflection, with a questioning tone. For example:

I get the feeling that you're really pleased about your decision. Is that the case?
Wow, that hurt a lot, didn't it?
You seem to be thinking that it might just be better to drop out. Are you?

In effect, for a response to be empathic it must disclose a thought or feeling the helper has received from the helpee.

III. Rating Levels of Empathy

(Adapted from Robert Carkhuff, Helping and Human Relations, N.Y. Holt, Rinehart & Winston, 1969)

Level 2 Response - A helper response which subtracts content or affect from the communications of the helpee. A level 2 response is rated when:
(a) The helpee rejects the empathy response by the helper, or
(b) The helpee's involvement, interest, or continuity of expression is reduced as a result of the helper's response.

Level 3 Response - A helper response which accurately reflects or mirrors the helper's ideas and/or feelings. A level 3 response is rated when:

(a) The helpee confirms the accuracy of the empathy response, e.g., head nods of agreement, "yeah, that's it", or
(b) The helpee continues to express thoughts or feelings about the issue under discussion, using the helper's response as a stimulus for further self-exploration.

Level 4 Response - A helper response which adds to the communications of the helpee. A level of response is rated when:

(a) The helpee indicates that the helper response has triggered new ideas or feelings, not stated previously, or
(b) The helpee confirms the usefulness of the empathy response for promoting new insight or awareness, e.g., "You know, I never saw it that way before"; "I guess that's true, even though I don't like to think about that."

PARTICIPANT HANDOUT

WORKSHEET FOR RATING EMPATHY AND RESPECT

Name____________________ Date________________

Dialogue Rated____________________________

Helper Response #	Respect (+ or -)	R	Empathy (2,3,4)	E
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
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16				
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27				
28				
29				
30				

Assessment Task(s) / Criteria

2.1. Participant will define the concept and expression of respect through appropriately writing respectful and disrespectful responses to helpee statements.

Assessment Activity: On a handout with 10 helpee statements write helper responses in question form. Indicate whether the question is involvement or clarification. You must have four of each. Two of the responses must be examples of disrespectful questions and marked as such.

(See "Competency Check on Respectful Questioning", pp. 100-102)

Note to Instructor: When evaluating Competency Check, refer to participant handouts "Communication of Respect", p.96 and "Respect Training"..., p.98

2.2. Participant will define the concept and expression of empathy through appropriate categorizing of levels of empathic expression.

Assessment Activity: Listen to a video taped dialogue and in writing, rate each helper response for levels of empathy and respect.

(See Instructor Guide - "Optional Competency Check: Dialogue for Rating Empathy and Respect", pp. 91-93)

Supplemental Resources

"Scales for Assessment of Interpersonal Functioning." In Helping and Human Relations. Carkhuff, 1969.

Ginott, Haim. Between Parent and Child. New York: MacMillian, 1965.

Gordon, Tom. "Simple Door-Openers", "Active Listening", "Listening Without Empathy", "Active Listening at the Wrong Times." Parent Effectiveness Training. New York: Wyden, 1970. pp. 47-61, 89-94.

Sabine, Gordon. "This is What We Heard." When You Listen This is What You Can Hear. Iowa City, Iowa: American College Testing, 1971. pp. 146-148.

GUIDE TO UNDERSTANDING LEVEL OF HELPEE CONDITIONS
(Excerpted from Resource Reading #6, Participant Handout, p. 23)

Self Exploration (Looking at the problem)	All Other Conditions (See Helper Conditions)
Really looking and feeling the problem on own	+ +
Looking and feeling the problem on own	+
Open to looking on own and feeling	Openness to +
Not looking on own	Absence of -
Not looking at all	- -

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GUIDE TO UNDERSTANDING LEVEL OF HELPER CONDITIONS

(Excerpted from Resource Reading #6, Participant Handout, p. 23)

	Helper Conditions In Response to Helpee				Initiated by the Helper	
Levels, General	Empathy (Understanding)	Respect (Caring)	Concreteness (Being specific)	Genuineness (Being real)	Confrontation (Telling it like it is)	Immediacy (What is really going on between us)
5 + +	Really understanding (adding a lot)	Really caring	Really being specific	Really being	Really telling it like it is	Really saying what's going on between us
4 +	Understanding (adding)	Caring	Being specific	Being real	Telling it like it is	Saying what's going on between us
3 Openness to + (↑) Absence of - (↓)	Interchangeable expressions	Open to caring: not caring	Open to being specific: not being abstract	Open to being real: not being phoney	Open to telling it like it is	Open to saying what's going on between us
2-	Not understanding (subtracting)	Not caring (negative regard)	Not being specific (being abstract)	Not being real (being phoney)	Not telling it like it is	Not saying what is going on between us
1 -	Really not understanding at all (subtracting a lot)	Don't give a damn (really being completely negative)	Really not being specific (really being completely abstract)	Really not being real (really being completely phony)	Really not telling it like it is	Really not saying what's going on between us

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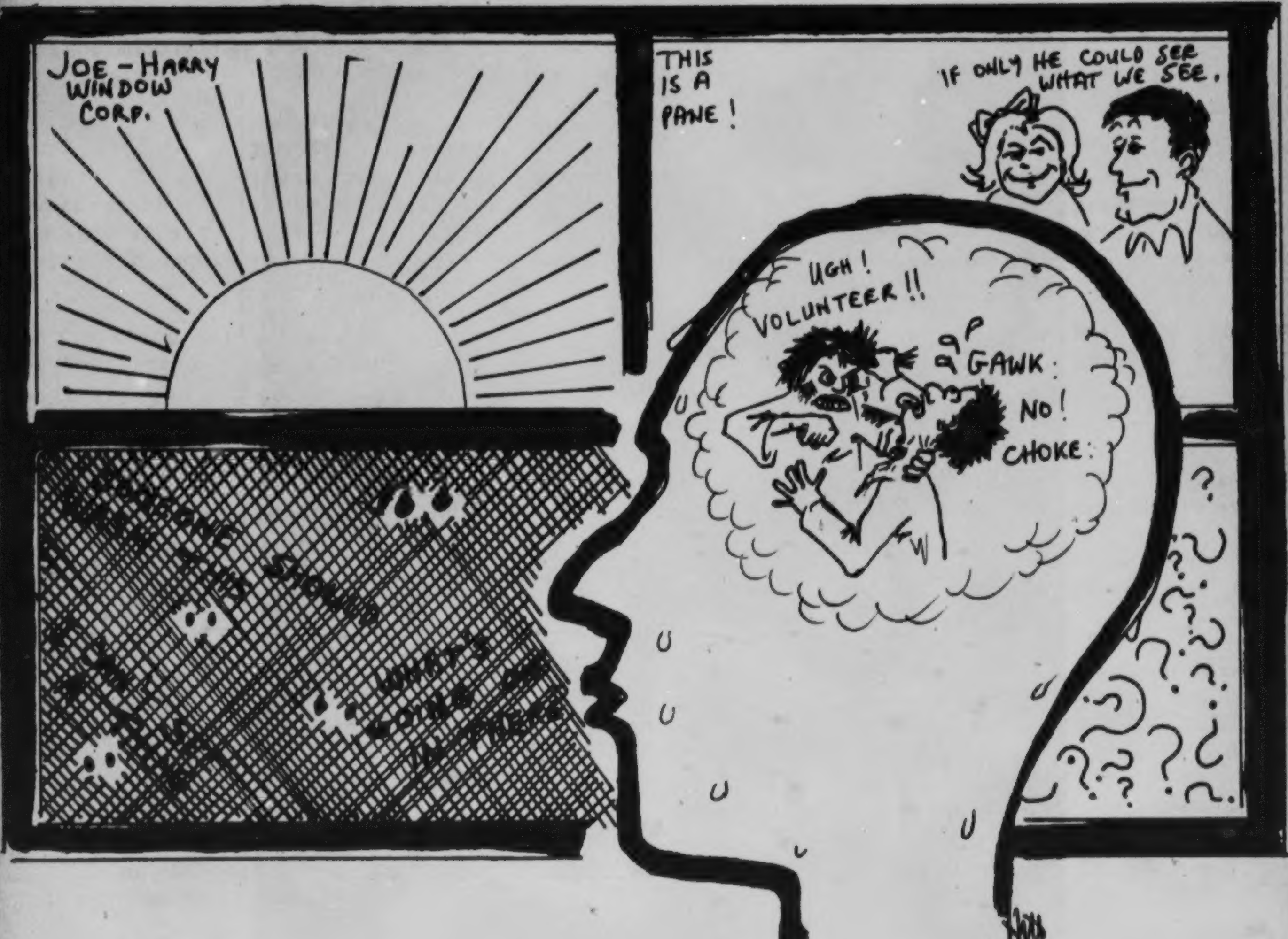
JOE-HARRY WINDOW CORP.
THIS IS A PANE!
IF ONLY HE COULD SEE WHAT WE SEE.
UGH! VOLUNTEER!!
GAWK:
NO!
CHOKE:

MODULE

4

TITLE

Self-Acceptance: "I Messages"

DURATION

1-1½ sessions (3-4 hours)

COMPONENTS

1. Overview of Module
2. Objectives (course and workshop)
   - a) Instructor
   - b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
   - a) Instructor
   - b) Participant
5. Assessment Task(s)/Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙	Fishbowl
□	Instructor presentation
↕	Interaction between participants and instructor
⊗	Large group discussion
∞	Small group work
⊛	Sharing small group work with whole group
•	Individual work
⁚	Participant pairs work together
⍗	Feedback to instructors
♁	Feedback to class
◈	Audiovisual presentation
↻	Whole group rounds
•→∞	Individual work shared in small group
•→○	Individual work shared in large group
├─┤	Suggested break

Overview of Module

MODULE

4

An important part of the counseling relationship is the establishment of a climate which permits the helpee to explore his self-concepts. This may allow him to face his less acceptable characteristics without feeling threatened and anxious; he moves toward acceptance of himself and his values and is able to change those aspects of himself which warrant modification.

Self-acceptance means that the helpee tends:

- to perceive himself as a person of worth, deserving of respect rather than condemnation;
- to perceive his standards as being based upon attitudes or desires of others;
- to perceive his own feelings, motives, social and personal experiences, without distortion;
- to be comfortable behaving in accordance with these perceptions.

Self-acceptance, then, is the extent to which a person is aware of aspects of himself (self-awareness), values aspects of himself (self-esteem) and is able to share aspects of himself with others.

This module begins with the instructor presenting an explanation of self-acceptance followed by an activity focusing on self-acceptance. The results of the activity are used to relate the Johari Window Model and the Self-Acceptance Scale to participants.

Next, participants break into small groups to practice "I Messages" as a technique for modeling self-awareness and self-acceptance for the helpee. Following this, there is a group discussion on the use of "I Messages" with another round of practice. The instructor then conducts a competency check on the use of "I Messages".

Objectives

INSTRUCTOR

Instructor will introduce concepts of "I Messages" and self-acceptance.

Instructor will facilitate activity designed to increase participant's self-acceptance.

Instructor will introduce the concept of the Self-Acceptance Scale.

Instructor will facilitate small group practice with "I Messages."

Instructor will conduct a competency check on the use of "I Messages."

PARTICIPANT

Objective 2.3. Participant will demonstrate self-acceptance by sending "I Messages" (for disclosure, immediacy, and confrontation) in an individual counseling simulation.

Task 2.3. The participant will respond for each of three taped situations with "I Messages" which accurately demonstrate disclosure, immediacy and confrontation.

Instructional Unit Guide

Self-Acceptance: "I Messages"

MODULE 4

(Deal with class or group issues prior to unit instruction.)

Objective 2.3. The participant will demonstrate self-acceptance by sending "I Messages" (for disclosure, immediacy, and confrontation) in an individual counseling simulation.

Assessment Task(s)/Criteria:
2.3. The participant will respond for each of three taped situations, with "I Messages" which accurately demonstrate disclosure, immediacy, and confrontation.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	☐	1. Mini-Presentation: Self-acceptance	Instructor Guide: ● Mini-Presentation: Self-acceptance, p.120
25"	↕	2. Wardrobe of the Self Activity	Instructor Guide: ● Wardrobe of the Self, p.122
10"	☐	3. The Johari Window - Put the model of Johari Window from page 3 of "Interpersonal Style and Corporate Climate: Communication Revisited" on the blackboard. Using the mini-presentation, explain each quadrant. The key points are as follows: a) The Arena is the primary area of self-acceptance. b) To move from the Blind Spot to the Arena, you need feedback from others and must be willing to accept feedback.	Instructor Guide: ● Mini-presentation: Johari Window, p.123 Instructor Reference: ● Interpersonal Style and Corporate Climate: Communication Revisited, p. 125

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		c) To move from the Facade area to the arena, you need to expose aspects of yourself that probably are not flattering (risky). "People think I am confident, yet I'm really scared." d) The Blind area contains aspects of self that we and others are not aware of yet.	
25"	↕	4. A Self-Acceptance Scale and Johari Window combined - Have participants read through the handout. Relate levels of self-acceptance to Johari Window as shown in the diagram. Discuss scale with group and respond to questions.	Participant Handout: ● Self-Acceptance, p.143

Levels of Self-Acceptance as Related to Johari Window

	(less) Feedback	(more)	
less exposure more	Level #3 Arena	Level #1 Blind Spot	known to others
	Level #2 Facade	Unknown	unknown to others
	Known to self	Unknown to self	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	|—|	(Suggested Break)	
60" (5")	○○ ○○ ↕	5. "I Messages" (small group) - a) Through the use of "I Messages," the helper shares aspects of himself (his feelings and experiences) with the helpee. In this way, he is modeling self-awareness and self-acceptance for	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		the helpee. This in turn will facilitate the helpee feeling it is all right to share his own feelings and experiences. As he becomes more comfortable exposing aspects of himself, the helpee's level of ownership and level of self-acceptance will increase.	
(20")	↕	b) Using the handout, "Major Purposes of 'I Messages'," go over each of the three types of "I Messages" with the group.	Participant Handout: • Major Purposes of I Messages, p.144
(5")	↕	c) Distribute handout and discuss briefly the difference between "I Messages" vs. "You Blaming Messages" as it is outlined in the handout.	Participant Handout: • I Messages vs. You Blaming, p.146
(30")	→88	d) Practice using "I Messages." (1) Distribute "Incident with Raymond" handout. Participants read it through and write "I Messages" of each kind as explained in handout. (2) Additional practice using various written situations from the "Can of Squirms." Have participants practice giving different "I Messages" to a helpee.	Participant Handout: • Incident with Raymond, p.148 Instructor Reference: • Can of Squirms (Source: Contemporary Drama Service, Pennant Ed. Materials, 4680 Alvarado Canyon Rd., San Diego, California 92120)
20"-60"	•	6. Competency Check on "I Messages" (Assessment Activity) - Play each taped situation and have the participants record one example of each type of "I Message" for each situation. (Three different "I Messages" for each situation equals a total of nine "I Messages." Three disclosure, three immediacy, three confrontation.) Time for this assessment activity will vary depending upon facilities and	• Transcript of Audiotape Situation #1, p.149 • Transcript of Audiotape Situation #2, p.150 • Transcript of Audiotape Situation #3, p.151 Tape Recorders

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		equipment available. With three sets of tape recorders (3 recorders to a set), a group of fifteen participants can be checked in about 20 minutes.	
5"	☐	7. Feedback on unit instruction (written by participants)	Participant Handout: ● Feedback Form, p. 21
		* Times for sub-activities are indicated in ( ) to further guide instructors.	

Basic Instructional Materials

MODULE 4

INSTRUCTOR GUIDES

Mini-Presentation: Self-Acceptance, p. 120

Wardrobe of the Self, p. 122

Mini-Presentation: Johari Window, p. 123

Interpersonal Style and Corporate Climate: Communication Revisited, p. 125

PARTICIPANT HANDOUTS

Self-Acceptance, p. 143

Major Purposes of "I Messages," p. 144

"I Messages" vs. "You Blaming," p. 146

Incident with Raymond, p. 148

Can of Squirms (commercial game)*

Transcript of Audiotape Situation #1, p. 149

Transcript of Audiotape Situation #2, p. 150

Transcript of Audiotape Situation #3, p. 151

Feedback Form, p. 21

Tape Recorders*

* Must be provided by instructor or participants.

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MINI-PRESENTATION: SELF-ACCEPTANCE

One of the objectives of counseling is to help increase self-acceptance on the part of the helpee: Self-acceptance means that the helpee tends:

- to perceive himself as a person of worth, deserving of respect rather than condemnation;
- to perceive his standards as being based upon his own experiences, without distortion;
- to perceive his own feelings, motives, social and personal experiences, without distortion;
- to be comfortable behaving in a manner consistent with these perceptions.

Two of the components of self-acceptance are self-awareness and self-esteem.

Self-awareness is the extent to which a person has a realistic appraisal of himself, his relationships, and his environment. Awareness can increase as one becomes more open to feedback from others.

Self-esteem is the extent to which a person values himself through an appraisal of strengths and weaknesses. As he becomes aware of aspects of self, he places values on those aspects in terms of "goodness" or "badness", "pleased about" or "less pleased about."

A list of personal qualities for examining self-esteem might look like this:

pleased about	less pleased about
(1) caring	(1) intolerant
(2) like people	(2) poor social skills
(3) intelligent	(3) bad tempered
(4) athletic	(4) shy
(5) responsible	(5) deceitful
	(6) big feet
	(7) poor dresser
	(8) crude

As you look over the list you notice that there are eight items on the "less pleased" side and only five items on the "pleased" side. One could sumarize that this person has low self-esteem because he indicated more aspects of himself that he was less pleased about than pleased about. However, there may be items on the list that are valued more highly than others. For example, the person who made the list might say, "the fact that I'm a caring person is ten times more important than any of the items on the less pleased side and therefore I value myself very highly." On the other hand, he might say, "even though people tell me that I'm a caring person, that I'm intelligent, and responsible, the fact that I have a bad temper causes me not to value myself highly and so I have low self-esteem."

Self-acceptance, then, is the extent to which a person is aware of aspects of self; values self despite recognized limitations; and is able to share aspects of self with others. The ability of the helper to model and demonstrate self-acceptance facilitates similar behavior on the part of the helpee. The "Wardrobe of the Self Activity" focuses on participant's self-awareness and self-esteem.

INSTRUCTOR GUIDE

WARDROBE OF THE SELF ACTIVITY

This activity is designed to help an individual focus on his own self-esteem and self-acceptance.

1. Tear a paper into eight pieces.
2. Relax, close eyes - concentrate on yourself as you really are. Put some words to a consciousness of yourself, as words describe you. See if words really describe you - get in touch. When satisfied that the words really describe you, open your eyes, please be quiet and don't look around.
3. On each piece of paper, write a word that describes you. Be honest - no one else will see.
4. Divide a sheet of paper into the following four quadrants:

	pleased	less pleased
known to others		
unknown to others		

5. For each word, categorize into more pleased or less pleased, more happy or less happy about it. Write M = more, L = less on the back of each piece of paper. Keep your eyes on the paper. Spend time with each word - try it on like clothes in a closet.
6. After sorting into more or less pleased, sort again into descriptions which are known to others or less known to others. In other words, thinking of your words about self, which qualities are obvious or well known to others; which are more hidden or less known. Place each piece of paper in the quadrant where it belongs.

MINI-PRESENTATION: JOHARI WINDOW

In order for one to have a realistic appraisal of himself (self-awareness), he needs to be open to feedback from others and to be able to express aspects of self to others.

The "Johari Window" is a model through which we can examine how self-awareness can lead to increased self-acceptance. (Put the following diagram on the board.)

Feedback

	Known by Self	Unknown by Self	
Exposure	Arena	Blind Spot	Known by others
	Facade	Unknown	Unknown by others

1. Blind Spot - There are some things that people know about me that I don't know about myself. For example, all of you may know that I'm a great speaker and dynamic person. Yet, I may not be aware of this aspect of myself. For whatever reason, it is not known to me. In order for me to find this out, I need feedback from you. I am operating in the "Blind" area. Feedback has to flow toward the "Arena" for me to know things about myself that other people know about me. If you give me the feedback and I accept it, I am now operating in the "Arena" in regard to this aspect of myself. I am more self-aware. The "Arena" represents the primary area of self-acceptance. It is the area that says "I am willing to accept feedback from you about aspects of myself that are both positive and negative."

2. Facade to Arena - There are some things that I know about myself that you don't know about me. It may be that when I get up in front of a group I'm really terrified. It is known to me, but unknown to others. If this is the case, I'm operating in the "Facade" area. The only way that you are going to find out about this is if I tell you. Once I have exposed this aspect of myself to you, I have moved into the "Arena". It may be very threatening for me to expose this part of myself for fear you will reject me. In order for me to expose this, I have to be able to accept this aspect of myself whether it's good or bad and feel like I'm still a worthwhile person.

   Of course, there are many occasions when maintaining privacy is not a reflection of low self-acceptance but of rational consideration of consequences. To tell a new employer that one feels incapable of doing the job may be foolish, unless there is some assurance that employment will not be jeopardized.

If the ability to accept feedback and share aspects of self are indicators of self-acceptance then someone operating in the "Arena" is self-accepting. How can we help others become more self-accepting? We can model self-acceptance to a helpee by exposing aspects of ourselves and by being open to helpee feedback. In essence we are conveying to this helpee that it is okay for him to do the same. With me you are free to be who you are. You may want to refer back to the sorting activity we did where you recorded things you're pleased and less pleased about. Of the qualities of self that you recorded which ones are known to others? Are there any that you would not be willing to share? How open are you to feedback from others? What is your level of self-acceptance?

INTERPERSONAL STYLE AND CORPORATE CLIMATE: COMMUNICATION REVISITED

Jay Hall

TELEOMETRICS INT'L.

High on the diagnostic checklist of corporate health is communication. The ease with which information flows downward, upward, and horizontally is often a major internal indicant of organizational effectiveness; who listens to whom may reveal the real as opposed to the apparent authority structure in a firm; and the proportion of people who consistently fail to get the message is frequently taken as a statistical baseline for predicting the efficiency with which plans will be translated into actions. If sheer volume of spoken and written words is any indication of a topic's perceived importance, then communication would appear to be much on the mind of the average manager. And well it should be, for effective communication underlies both personal and corporate success in the modern world of organizations and the prognosis is less than encouraging. In a recent cross-cultural study[1], roughly 74 percent of the managers sampled from companies in Japan, Great Britain, and the United States cited communication breakdown as the single greatest barrier to corporate excellence.

Just what constitutes a problem of communication, however, is less easily agreed upon. Some theorists approach the issue from the vantage point of information bits comprising a message; others speak in terms of organizational roles and positions of centrality or peripherality; still others emphasize the directional flows of corporate data. The result is that more and more people are communicating about communication, while the achievement of clarity, understanding, commitment, and creativity - the goals of communication - becomes more and more limited. At the core of the problem is the fact that "communication breakdown" has become a convenient, and therefore overused, catch all for diagnosing corporate ills. More often than not, the communication dilemmas cited by people as the constraints under which they must live and labor are not communication problems at all. They are instead symptoms of difficulties at more basic and fundamental levels of corporate life. From a dynamics standpoint - as opposed to a symptomatics perspective - problems of communication in organizations frequently reflect dysfunctions at the level of corporate climate. The feelings people have about working where they work or about the work they are doing or about those with whom they work - feelings of impotence, distrust, resentment, insecurity, social inconsequence, and all the other very human emotions of which everyone is capable - not only define the climate which prevails but the manner in which communications will be managed, as well. In speaking to this very point, Blake and

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[1] R. R. Blake and Jane S. Mouton, Corporate Excellence Through Grid Organization Development. Houston, Texas: Gulf Publishing Co., 1968, p. 4.

Mouton[2] have commented upon an oddity of organizational life: when management is effective and relationships are sound, problems of communication tend not to occur. It is only when relationships among members of the organization are unsound and fraught with unarticulated tensions that one hears complaints of communication breakdown. Thus, the quality of relationships in an organization may dictate to a great extent the level of communication effectiveness achieved, notwithstanding all the more mechanical and obvious influences typically invoked.

Consistent with the syllogistic approach pursued so far, the critical factor underlying the quality of relationships in organizations is in need of review. Reduced to its lowest common denominator, the most significant determinant of the quality of relationships is the interpersonal style of the parties to a relationship. The learned, characteristics, and apparently preferred manner in which individuals relate to others in the building of relationships - the manner in which they monitor, control, filter, divert, give and seek the information germane to a given relationship - will dictate over time the quality of relationships which exist among people, the emotional climate which will characterize their interactions, and whether or not there will be problems of communication. In the final analysis, individuals are the human links in the corporate network, and the styles they employ interpersonally are the ultimate determinants of what information goes where and of whether it will be distortion-free or masked by interpersonal constraints.

The concept of interpersonal style is not an easy one to harness; yet, if it is to serve as the central mechanism underlying the quality of relationships, the nature of corporate climate, managerial effectiveness, and the level of corporate excellence attainable, it is worthy of analysis. Fortunately, Joseph Luft[3] and Harry Ingham - two behavioral scientists with special interests in interpersonal and group processes - have developed a model of social interaction which affords a way of thinking about interpersonal functioning, while handling a good deal of the data encountered in everyday living. The Johari Window, as their model is called, allows for the identification of several interpersonal styles - their salient features and consequences - and suggests a basis for interpreting the significance of style for the quality of relationships. An overview of the Johari model should help to sharpen the perception of interpersonal practices among managers and lend credence to the contention of Blake and Mouton that there are few communication problems as such, only unsound relationships. At the same time, a normative statement regarding effective interpersonal functioning and, by extension, the foundations of corporate excellence may be found in the model as well. Finally, the major tenets of the model will be found to be testable under practical conditions; and the latter portion of this discussion will be devoted to research on the managerial profile in interpersonal encounters.

[2] R. R. Blake and Jane S. Mouton, Corporate Excellence Through Grid Organization Development. Houston, Texas: Gulf Publishing Co., 1968, p. 3-5.

[3] Joseph Luft, Of Human Interaction. Palo Alto, California: National Press Books, 1969, passim.

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The Johari Window: A Graphic Model of Interpersonal Processes[4]

As treated here, the Johari Window is essentially an information processing model; interpersonal style and individual effectiveness are assessed in terms of information processing tendencies and the performance consequences thought to be associated with such practices. Basically, the model employs a four-celled figure as its format; and it reflects the interaction of two interpersonal sources of information - Self and Others - and the behavioral processes required for utilizing that information. The model, depicted in Figure 1, may be thought of as representing the various kinds of data available for use in the establishing of interpersonal relationships. The squared field, in effect, represents an interpersonal space - the context within which relationships are built. This in turn is partitioned into four regions, with each representing a particular combination or mix of relevant information and having special significance for the quality of relationships. To fully appreciate the implications that each informational region has for interpersonal effectiveness, one must consider not only the size and shape of each region but the reasons for its presence in the interpersonal space as well. At the same time, in an attempt to "personalize" the model it is helpful to think of oneself as the Self in the relationship for, as will be seen presently, it is what the Self does interpersonally that has the most direct impact on the quality of resulting relationships. In organizational terms, it is how the management-Self behaves that is critical to the quality of corporate relationships.

[4] The author has taken a number of interpretive liberties with the basic provisions of the Johari Awareness model. While it is anticipated that none of these violate the integrity of the model as originally described by Luft, it should be emphasized that many of the inferences and conclusions discussed are those of the author, and Dr. Luft should not be held accountable for any lapses of logic or misapplications of the model in this paper. Notable among the departures from Luft's original work are the following: As treated here, the four regions represent the context of an interpersonal relationship, whereas Dr. Luft employs these to represent the total person in relation to other persons. Exposure and Feedback solicitation are treated here as information processing modes which have purposive characteristics: Luft emphasizes, instead, self-disclosure and feedback from others as critical determinants of personal awareness. Similarly, the prime role of the Self in initiating interpersonal processes receives more emphasis in this presentation than is typically the case. An implicit stimulus-response rationale is invoked in the current treatment to explain the build-up of Others' known data (as triggered responses) in concert with each increment of Exposure by the Self; this underlies the contention that the horizontal and vertical lines move as a total piece, rather than in parts. Finally, the labels applied to the four informational regions are those suggested by the author to best reflect the dynamics occuring in each.

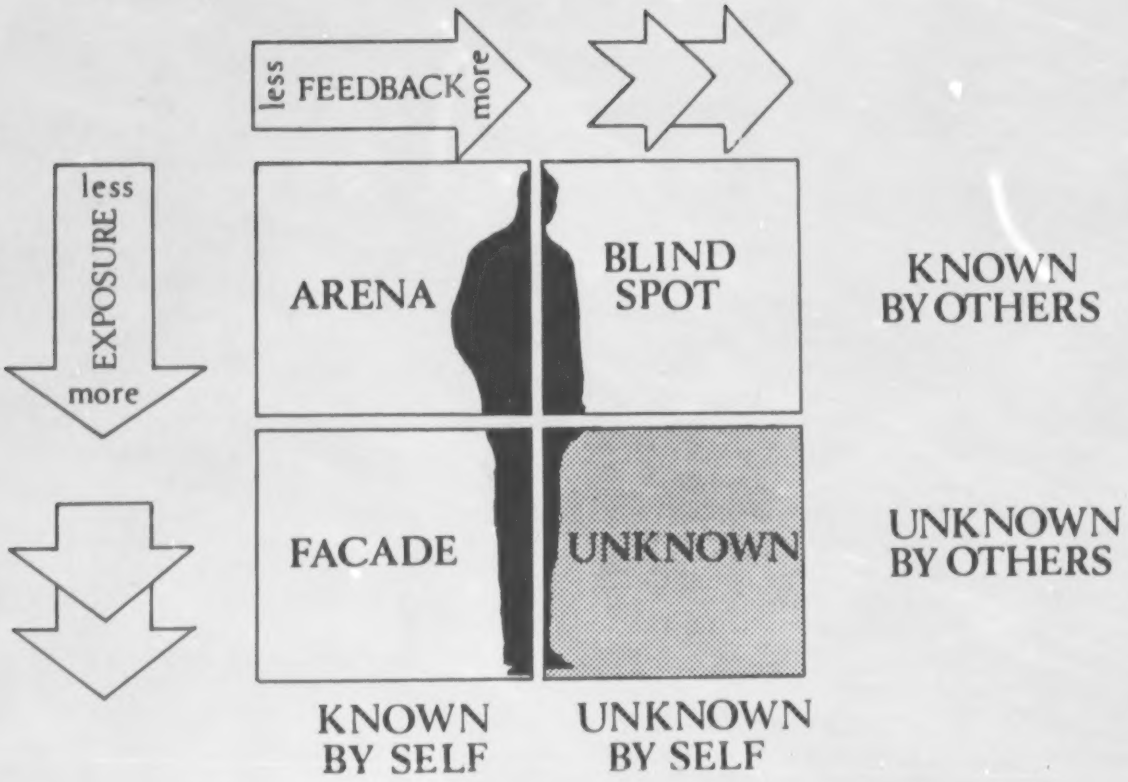


Figure 1

Reference to Figure 1 will reveal that the two informational sources, Self and Others, have information which is pertinent to the relationship and, at the same time, each lacks information that is equally germane. Thus, there is relevant and necessary information which is Known by the Self, while there is equally relevant and necessary information remaining Unknown by the Self. By the same token, there are data which bear on the relationship which are Known by Others and, conversely, applicable data which are Unknown by Others. The Self-Other combinations of known and unknown information make up the four regions within the interpersonal space and, again, these regions serve to characterize the various types and qualities of relationships possible within the Johari framework.

Region I, for example, constitutes that portion of the total interpersonal space which is devoted to mutually held information. This Known by Self-Known by Others facet of the interpersonal space is thought to be the part of the relationship which, because of its shared data characteristics and implied likelihood of mutual understanding, controls interpersonal productivity. That is, the working assumption is that productivity and interpersonal effectiveness are directly related to the amount of mutually held information in a relationship. Therefore, the larger Region I becomes, the more rewarding, effective, and productive the relationship will become as well. As the informational context for interpersonal functioning, Region I is called the Arena.

Region II, using the double classification approach just described, is that portion of the interpersonal space which holds information Known by Others but Unknown by the Self. Thus, this array of data constitutes an interpersonal handicap for the Self, since one can hardly understand the behaviors, decisions, or potentials of others if he doesn't have the data upon which these are based. Similarly, others have an advantage to the extent that they know their own reactions, feelings, perceptions, and the like while the Self is unaware of these. Region II - an area of hidden, unperceived information - is called the Blindspot. The Blindspot is, of course, a limiting factor with respect to the size of Region I and may be thought of, therefore, as inhibiting interpersonal effectiveness.

Region III may also be considered to inhibit interpersonal effectiveness, but it is due to an imbalance of information which would seem to favor the Self; as the portion of the relationship which is characterized by information Known by the Self but Unknown by Others, Region III constitutes a protective feature of the relationship for the Self. Data which one perceives as potentially prejudicial to a relationship or which he keeps to himself out of fear, desire for power, or whatever make up the Facade. This protective front, in turn, serves a defensive function for the Self. Again, every relationship is thought to have a Facade in it, despite the fact that its information is germane to the relationship at hand. Thus, the question is not one of whether a Facade is necessary but rather how much Facade is required realistically. Put another way, this raises the question of how much conscious defensiveness can be tolerated before the Arena becomes too inhibited and interpersonal effectiveness begins to diminish.

Finally, Region IV constitutes that portion of the relationship which is devoted to material neither known by the self nor by other parties to the relationship. The information in this Unknown by Self-Unknown by Others area is thought to reflect psychodynamic data, hidden potentials, unconscious idiosyncrasies, and the data-base of creativity. Thus, Region IV is the Unknown area which may become known as interpersonal effectiveness increases.

Summarily, it should be said that the information within all regions can be of any type - feeling data, factual information, assumptions, task skill data, and prejudices - which are relevant to the relationship at hand. Irrelevant data are not the focus of the Johari Window concept; just those pieces of information which have a bearing on the quality and productivity of the relationship should be considered as appropriate targets for the information processing practices prescribed by the model. At the same time, it should be borne in mind that the individuals involved in a relationship - particularly the Self - control what and how information will be processed. Because of this implicit personal control aspect, the model should be viewed as an open system which is dynamic and amenable to change as personal decisions regarding interpersonal functioning change.

Basic Interpersonal Processer Exposure and Feedback

The dynamic character of the model, notwithstanding the rather static picture created by its graphic representation, is critical; for it is the movement capability of the horizontal and vertical lines which partition the interpersonal space into regions which gives individuals control over what their relationships will become. More explicitly, the Self can significantly influence the size of his Arena in relating to others by the behavioral processes he employs in establishing relationships. To the extent that one takes the steps necessary to apprise others of relevant information which he has and they do not, he is enlarging his Arena in a downward direction. Within the framework of the model, this enlargement occurs in concert with a reduction of one's Facade. Thus, if one behaves in a non-defensive, trusting, and possibly risk-taking manner with others - sharing pertinent information - he may be thought of as contributing to increased mutual awareness and sharing of data. The process one employs toward this end has been called the Exposure process; it entails the open and candid disclosure of one's feelings, factual knowledge, wild guesses, and the like in a conscious attempt to share. Frothy, intentionally untrue, diversionary sharing does not constitute exposure; and, as personal experience will attest, it does nothing to help mutual understanding. The Exposure process is under the direct control of the Self and may be used as a mechanism for building trust and for legitimizing mutual exposures.

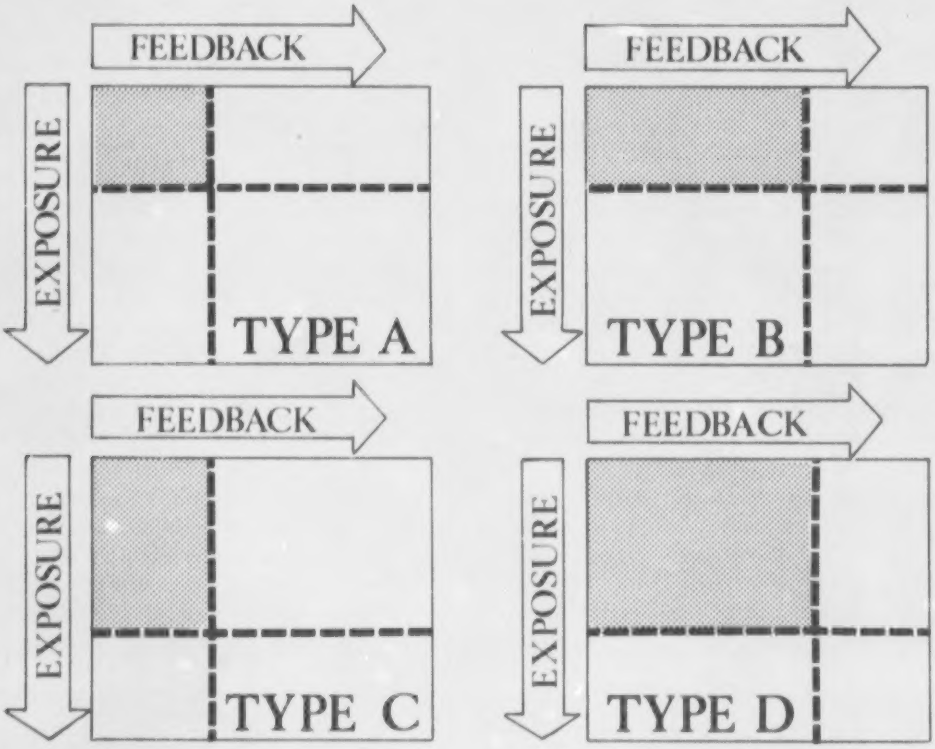
The need for mutual exposures becomes apparent when one considers the behavioral process required for enlarging the Arena laterally. As a behavior designed to gain reduction in one's Blindspot, the Feedback process entails an active solicitation by the Self of the information he feels others might have which he does not. The active, initiative-taking aspect of this solicitation behavior should be stressed for again the Self takes the primary role in setting interpersonal norms and in legitimizing certain acts within the relationship. Since the extent to which the Self will actually receive the Feedback he solicits is contingent upon the willingness of others to expose their data, the need for a climate of mutual exposures becomes apparent. Control by the Self of the success of his Feedback-seeking behaviors is less direct therefore than in the case of self-exposure. He will achieve a reduction of his Blindspot only with the cooperation of others; and his own prior willingness to deal openly and candidly may well dictate what level of cooperative and trusting behavior will prevail on the part of other parties to the relationship.

Thus, one can theoretically establish interpersonal relationships characterized by mutual understanding and increased effectiveness - i.e., by a dominant Arena - if he will engage in exposing and feedback soliciting behaviors to an optimal degree. This places the determination of productivity and amount of interpersonal reward - and the quality of relationships - directly in the hands of the Self. In theory this amounts to an issue of interpersonal competence, and in practice it amounts to the conscious and sensitive management of interpersonal processes.

Interpersonal Styles and Managerial Impacts

While one can theoretically employ Exposure and Feedback processes not only to a great but to a similar degree as well, individuals typically fail to achieve such an optimal practice. Indeed, they usually display a significant preference for one or the other of the two processes and tend to overuse one while neglecting the other. This tendency promotes a state of imbalance in interpersonal relationships which, in turn, creates disruptive tensions capable of retarding productivity. Figure 2 presents several commonly used approaches to the employment of Exposure and Feedback processes. Each of these may be thought of as reflecting a basic interpersonal style - that is, fairly consistent and preferred ways of behaving interpersonally. As might be expected, each style has associated with it some fairly redictable consequences.

Figure 2



TYPE A. This interpersonal style reflects a minimal use of both Exposure and Feedback processes; it is, in effect, a fairly impersonal approach to interpersonal relationships. The Unknown region dominates under this style; and unrealized potential, untapped creativity, and personal psychodynamics prevail as the salient influences. Such a style would seem to indicate withdrawal and an aversion to risk-taking on the part of its user; interpersonal anxiety and safety-seeking are likely to be prime sources of personal motivation. Persons who characteristically use this style appear to be detached, mechanical, and uncommunicative. They may often be found in bureaucratic highly structured organizations of some type where it is possible, and perhaps profitable, to avoid personal disclosure or involvement. Persons using this style are likely to be reacted to with more than average hostility, since other parties to the relationship will tend to interpret the lack of Exposure and Feedback solicitation pretty much in terms of their own needs and how this interpersonal lack affects need fulfillment.

Subordinates whose manager employs such a style, for example, will often feel that his behavior is consciously aimed at frustrating them in their work. The person in need of support and encouragement will often view a Type A manager as aloof, cold, and indifferent. Another individual in need of firm directions and plenty of order in his work may view the same manager as indecisive and administratively impotent. Yet another person requiring freedom and opportunities to be innovative may tend to see the Type A interpersonal style as hopelessly tradition-bound and as symptomatic of fear and an overriding need for security. Aside from the havoc that may be wrought among those whom one supervises, the use of Type A behaviors on a large scale in an organization reveals something about the climate and fundamental health of that organization. In many respects, interpersonal relationships founded on Type A uses of exposure and feedback constitute the kind of organizational ennui about which Chris Argyris[5] has written so eloquently. Such practices are, in his opinion, likely to be learned ways of behaving under oppressive and emasculating policies of the sort which encourage people to act in a submissive and dependent fashion. Organizationally, of course, the result is lack of communication and a loss of human potentials; the Unknown becomes the dominant feature of corporate relationships, and the implications for organizational creativity and growth are obvious.

TYPE B. Under this approach, there is also an aversion to Exposure, but aversion is coupled with a desire for relationships not found in Type A. Thus, Feedback is the only process left in promoting relationships and it is much overused. An aversion to the use of Exposure may typically be interpreted as a sign of basic mistrust of self and others, and it is therefore not surprising that the Facade is the dominant feature of relationships resulting from neglected Exposure coupled with overused Feedback. The style appears to be a probing supportive interpersonal ploy and, once the Facade becomes apparent, it is likely to result in a reciprocal withdrawal of trust by other parties. This may promote feelings of disgust, anxiety, and suspicion on the part of others; such feelings may lead to the manager being treated as a rather superficial person without real substance or as a devious sort with many hidden agenda.

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[5] C. Argyris, Interpersonal Competence and Organizational Effectiveness. Homewood, Ill.: Dorsey, 1962, passim.

Preference for this interpersonal style among managers seems to be of two types: Some managers committed to a quasi-permissive management may employ Type B behaviors in an attempt to avoid appearing directive. At best, such an approach results in the manager "hiding his light beneath a bushel" since his personal resources are never fully revealed or his opinions aired. Decisions reached on the basis of Type B uses of Exposure and Feedback will consistently be decisions based on less than all the resources available. By way of contrast - but subject to many of the same inadequacies - is the use of Type B behaviors in an attempt to gain or maintain one's personal power in relationships. Weschler, Massarik, and Tannenbaum[6] have observed that many managers engage in a form of behavior which they call "facade-building" as a means of maintaining personal control and an outward appearance of confidence. As these authors have observed and as the Johari model would suggest, however, persons who employ such "close to the vest" practices tend to become isolated from their subordinates and colleagues alike. Lack of trust becomes a major issue, and consolidation of power and promotion of an image of confidence may be the least likely resultants of Type B use in organizations. Very likely, the seeds of distrust and conditions for covert competitiveness - with all that these imply for organizational teamwork - will follow from widespread use of Type B interpersonal practices.

TYPE C. This interpersonal style is based on an overuse of Exposure to the neglect of Feedback. It may well reflect ego-striving and/or distrust of others' competence. The person who uses this style usually feels quite confident of his own opinions and is likely to value compliance from others. The fact that he is often unaware of his impact or of the validity of others' contributions is reflected in the dominant Blindspot which results from this style. Others are likely to feel disenfranchised by one who uses this style; they often feel that he has little use for their contributions or concern for their feelings. As a result, this style often triggers off feelings of hostility, insecurity, and resentment on the part of others. Frequently, others will learn to behave in such a way as to perpetuate the manager's Blindspot by withholding important information or giving only selected feedback; as such, this is a reflection of the passive-aggressiveness and autistic hostility which this style can cause others to experience.

The Type C interpersonal style may be thought of as the one which promoted the French philosopher Rochefoucauld to write: "The reason why so few people are agreeable in conversation is, that each is thinking more of what he is intending to say, than of what others are saying;

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[6] I. Weschler, F. Massarik, and R. Tannenbaum. "The Self in Process: A Sensitivity Training Emphasis", in I. Weschler and E. H. Schein (Eds.) Issues in Training. Washington, D.C.: National Training Laboratories, 1962, passim.

and we never listen when we are planning to speak". By the same token, it is probably the interpersonal event which has prompted so much interest in "listening" programs around the country. As the Johari model makes apparent, however, the Type C overuse of Exposure and neglect of Feedback is just one of several interpersonal tendencies that may disrupt communications. While hierarchical organizational structure, or centrality in communication nets, and the like may certainly facilitate the use of Type C behaviors by an individual, so can fear of failure, authoritarianism, need for control, and over-confidence in one's own opinions, such traits vary from person to person and limit the utility of communication panaceas. Managers who rely on the style often do so because of a need to demonstrate competence; many corporate cultures require that the manager be the planner, director, and controller and many managers behave accordingly to protect their corporate images. Many others are simply trying to be helpful in a paternalistic kind of way; others are, of course, outright dictatorial. Whatever the reason, those who employ the Type C style have one thing in common: their relationships will be dominated by Blindspots and they are destined for surprise whenever people get enough and decide to force feedback on them, solicited or not.

TYPE D. Exposure and Feedback processes are used to a great and balanced extent in this style; candor and openness coupled with a sensitivity to others' needs to participate are the salient features of the style. The Arena becomes the dominant feature of the relationship, and productivity may be expected to increase as well. In initial stages, this style may promote some defensiveness on the part of others who are not familiar with honest and trusting relationships; but perseverance will tend to promote a norm of reciprocal candor over time, such that trust and creative potential can be realized.

Among managers, Type D practices constitute an ideal state from the standpoint of organizational effectiveness. Healthy and creative climates result from its widespread use, and the conditions for growth and corporate excellence may be created through the use of constructive Exposure and Feedback exchanges. Type D practices do not give license to clobber, as some detractors might claim; and, for optimal results, the data explored should be germane to the relationships and problems at hand, rather than random intimacies designed to overcome self-consciousness. Trust is slowly built, and managers who experiment with Type D processes should be prepared to be patient and flexible in their relationships. Some managers, as they tentatively try out Type D strategies, encounter reluctance and distrust on the part of others, with the result that they frequently give up too soon, assuming that the style doesn't work. The reluctance of others should be assessed against the backdrop of previous management practices and the level of prior trust which characterizes the culture. Other managers may try openness and candor only to discover that they have uncovered a Pandora's box; a fusilade of hostility and complaints emerge. The temptation of the naive manager is to put the lid back on quickly; but the most enlightened manager knows that when communications are opened up after having been closed for a long period of time, the material which is the most emotionally loaded - i.e., the issues which have been the greatest source of frustration, anger, or fear - will be the first to be discussed. If management can resist its inclination to cut the dialogue short, the diatribe will run its course as the emotion underlying it is drained off, and exchanges will become more problem-centered and future-time oriented. Management intent will have been tested and found worthy of trust, and creative free-wheeling interchanges without the constraint of fear of censure will occur. Organizations built on such practices are those headed for corporate climates and resource utilization of the type necessary for true corporate excellence. The manager - or more precisely, the manager's interpersonal style - may well be the catalyst for this reaction to occur.

Summarily, the Johari Window model of interpersonal processes suggests that much more is needed to understand communication in an organization than information about its structure or one's position in a network. The fact is that people make very critical decisions about what information will be processed or whether it will be processed at all, irrespective of structural and network considerations. People bring with them to organizational settings certain propensities for behaving in certain ways interpersonally. They prefer, if you will, certain interpersonal styles, sharpened and honed by corporate cultures, which significantly influence - if not dictate entirely - the flow of information in organizations. As such, individuals and their preferred styles of relating one to another amount to the synapses in the corporate network which control and coordinate the human system. Central to an understanding of communication in organizations, therefore, is an appreciation of the complexities of those human interfaces which comprise organizations. The work of Luft and Ingham, when brought to bear on management practices and corporate cultures, may lend much needed insight into the constraints unique to organizational life which either hinder or facilitate the processing of corporate data.

As treated here, one of the major tenets of the Johari Window model is that one's use of Exposure and Feedback soliciting processes is a matter of personal decision. Whether consciously or unconsciously, when one employs either process or fails to do so he has decided that such practices somehow serve the goals he has set for himself. Rationales for behaving in a particular way are likely to be as varied as the goals people seek; and they may be in the best sense of honest intent or they may simply represent evasive logic or systems of self-deception. The *purposeful* nature of interpersonal styles remains nevertheless. A manager's style of relating to other members of the organization is never simply a collection of random, unconsidered acts; whether he realizes it or not - or admits it or denies it - his interpersonal style is purposive and is thought to serve either a personal or interpersonal goal in his relationships.

Because of the element of decision and purposive intent inherent in one's interpersonal style, the individual's inclination to employ Exposure and Feedback processes may be assessed. That is, his decisions to engage in open and candid behaviors or to actively seek out the information that others are thought to have may be sampled, and his Exposure and Feedback tendencies thus measured. Measurements obtained may be used, in effect, in determining the individual manager's or, on a broader sample, the organization's Johari Window configuration and the particular array of interpersonal predilections which underlie it.

Thus, the Luft-Ingham model not only provides a way of conceptualizing what is going on interpersonally, but it affords a rationale for actually assessing practices which may, in turn, be coordinated to climate and cultural issues in a practical sense.

Hall and Williams have designed a paper-and-pencil instrument for use with managers which reveals their preferences for Exposure and Feedback in their relationships with subordinates, colleagues, and superiors. The Personnel Relations Survey[7], as the instrument is entitled, has been used extensively by industry as a training aid for providing personal feedback of a type which serves to "personalize" otherwise didactic theory sessions on the Johari, on one hand, and as a catalyst to evaluation and critique of ongoing relationships, on the other hand. In addition to its essentially training-oriented use, however, the Personnel Relations Survey has been employed as a basic research tool for assessing current practices among managers. The results obtained from two pieces of research are of particular interest from the standpoint of their implications for corporate climates and managerial styles.

Authority relationships and interpersonal style preferences. Using the Personnel Relations Survey, data were collected from 1000 managers. These managers represent a cross-section of those found in organizations today; levels of management ranging from company president to just above first-line supervisor were sampled from organizations all over the United States. Major manufacturing, petroleum, and food producers contributed to the research, as well as a major airline, state and federal governmental agencies, and non-profit service organizations.

Since the Personnel Relations Survey addresses the manner in which Exposure and Feedback processes are employed in one's relationships with his subordinates, colleagues, and superiors the data from the 1000 managers sampled reveal something of the patterns which prevail in organizations in terms of downward, horizontal, and upward communications. In addition, the shifting and changing of interpersonal tactics as one moves from one authority relationship to another is noteworthy from the standpoint of power dynamics underlying organizational life. A summary of the average tendencies obtained from managers is presented graphically in Figure 3.

Of perhaps the greatest significance for organizational climates is the finding regarding the typical manager's use of Exposure. As Figure 3 indicates, one's tendency to deal openly and candidly with others is directly influenced by the amount of power he possesses relative to other parties to the relationship. Moving from relationships with subordinates, in which the manager obviously enjoys greater formal authority, through colleague relationships characterized by equal authority positions, to relationships with superiors in which the manager is least powerful, the plots of Exposure use steadily decline. Indeed, a straight linear relationship is suggested between amount of authority possessed by the average manager and his use of candor in relationships.

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[7] J. Hall and Martha S. Williams, Personnel Relations Survey. Conroe, Texas: Teleometrics, Inc., 1967.

While there are obvious exceptions to this depiction, the average managerial profile on Exposure reveals the most commonly found practices in organizations; practices which, when taken diagnostically, suggest that the average manager in today's organizations has a number of hang-ups around authority issues which seriously curtail his interpersonal effectiveness. Consistent with other findings from communication research, these data point to power differences among parties to relationships as a major disruptive influence on the flow of information in organizations. A more accurate interpretation, however, would seem to be that it is not power differences as such which impede communication, but the way people feel about these differences and begin to monitor, filter, and control their contributions in response to their own feelings and apprehensions.

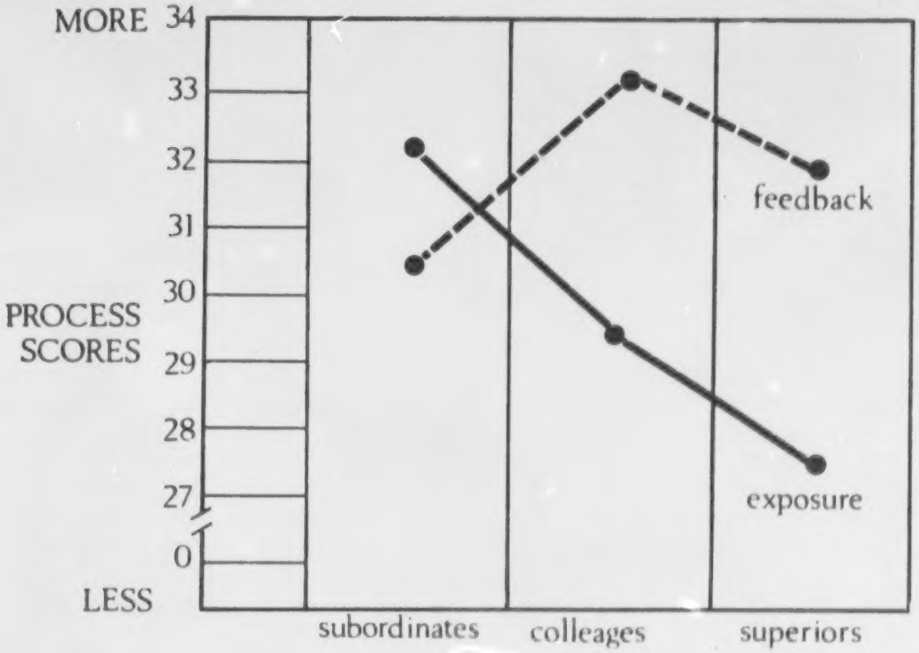

Figure 3

Implications for overall corporate climate may become more obvious when the data from the Exposure process are considered along with those reflecting the average manager's reliance on Feedback acquisition. As Figure 3 reveals, Feedback solicitation proceeds differently. As might be expected, there is less use of the Feedback process in relationships with subordinates than there is of the Exposure process. This variation on the Type C interpersonal style, reflecting an overuse of Exposure to some neglect of Feedback, very likely contributes to subordinate feelings of resentment, lack of social worth, and frustration. These feelings - which are certain to manifest themselves in the quality of subordinate performance if not in production quantity - will likely remain as hidden facets of corporate climate, for a major feature of downward communication revealed in Figure 3 is that of managerial Blindspot.

Relationships at the colleague level appear to be of a different sort with a set of dynamics all their own. As reference to the score plots in Figure 3 will show, the typical manager reports a significant preference for Feedback seeking behaviors over Exposure in his relationships with his fellow managers. A quick interpretation of the data obtained would be that, at the colleague level, everyone is seeking information but very few are willing to expose any. These findings may bear on a unique feature of organizational life; and one which has serious implications for climate among corporate peers. Most research on power and authority relationships suggests that there is the greatest openness and trust among people under conditions of equal power. Since colleague relationships might best be considered to reflect equal if not shared distributions of power, maximum openness coupled with maximum solicitation of others' information might be expected to characterize relationships among management co-workers. The fact that a fairly pure Type B interpersonal style prevails suggests noise in the system. The dominant Facade which results from reported practices with colleagues signififies a lack of trust of the sort which could seriously limit the success of collaborative or cooperative ventures among colleagues. The climate implications of mistrust are obvious, and the present data may shed some light on teamwork difficulties as well as problems of horizontal communication so often encountered during interdepartmental or intergroup contacts.

Interviews with a number of managers revealed that their general tendencies to become closed in encounters with colleagues could be traced to a competitive ethic which prevailed in their organizations. The fact was a simple one: "You don't confide in your 'buddies' because they are bucking for the same job you are! Any worthwhile poop you've got, you keep to yourself until a time when it might come in handy." To the extent that such a one-upmanship ethos prevails in organizations, it is to be expected that more effort goes into facade building and maintenance than is expended on the projects at hand where colleague relationships are concerned.

Superiors are the targets of practices yielding the smallest, and therefore least productive, Arena of the three relationships assessed in the survey. The average manager reports a significant reluctance to deal openly and candidly with his superior while favoring the Feedback process as his major interpersonal gambit; even the use of Feedback, however, is subdued relative to that employed with colleagues. The view from on high in organizations is very likely colored by the interpersonal styles addressed to them; and, based on the data obtained, it would not be surprising if many members of top management felt that their subordinates - i.e., lower level management - were submissive, in need of direction, and with few creative suggestions of their own. Quite aside from the obvious effect such an expectation might have on performance reviews, a characteristic reaction to the essentially Type B style directed at superiors is, on their part, to invoke Type C behaviors.

Thus, the data obtained call attention to what may be the seeds of a self-reinforcing cycle of authority-obedience-authority. The long range consequences of such a cycle, in terms of relationship quality and interpersonal style, has been found to be corporate-wide adoption of Type A behaviors which serve to depersonalize work and obscure the potentials of an organization's human resources.

Thus, based on the present research at least, a number of interpersonal practices seem to characterize organizational life which limit not only the effectiveness of communication within, but the attainment of realistic levels of corporate excellence without. As we will see, which style will prevail very much depends upon the individual manager.

Interpersonal practices and managerial styles. In commenting upon the first of their two major concerns in programs of organization development, Blake and Mouton[8] have stated: "The underlying causes of communication difficulties are to be found in the character of supervision . . . . . The solution to the problem of communication is for men to manage by achieving production and excellence through sound utilization of people." To the extent that management style is an important ingredient in the communication process, a second piece of research employing the Johari Window and Managerial Grid models in tandem may be of some interest to those concerned with corporate excellence.

Of the 1000 managers sampled via the *Personnel Relations Survey*, some 384 also completed a second instrument, the *Styles of Management Inventory*[9], based on the Managerial Grid[10]. In an attempt to discover the significance of one's interpersonal practices for his overall approach to management, the 40 individuals scoring highest on each style of management were selected for an analysis of their interpersonal styles. Thus, 200 managers - 40 each who were identified as having dominant managerial styles of either 9,9; 5,5; 9,1; 1,9; or 1,1 - were studied relative to their tendencies to employ Exposure and Feedback processes in relationships with their subordinates. The research question addressed was: How do individuals who prefer a given managerial style differ in terms of their interpersonal orientations from other individuals preferring other managerial approaches?

The data were subjected to a discriminant function analysis and significant differences were revealed in terms of the manner in which managers employing a given dominant managerial style also employed the Exposure and Feedback processes. The results of the research findings are presented graphically in Figure 4. As the bar graph of Exposure and Feedback scores reveals, those managers identified by a dominant management style of 9,9 displayed the strongest tendencies to employ both

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[8] R. R. Blake and Jane S. Mouton, Op Cit., p. 5.

[9] J. Hall, J. B. Harvey, and Martha S. Williams, Styles of Management Inventory. Conroe, Texas: Teleometrics, Inc., 1963.

[10] R. R. Blake and Jane S. Mouton, The Managerial Grid. Houston, Texas: Gulf Publishing Co., 1964, passim.

Exposure and Feedback in their relationships with subordinates. In addition, the Arena which would result from a Johari plotting of their scores would be in a fairly good state of balance, reflecting about as much use of one process as of the other. The data suggest that the 9,9 style of management - typically described as one which achieves effective production through the sound utilization of people - also entails the sound utilization of personal resources in the establishing of relationships. The Type D interpersonal style which seems to be associated with the 9,9 management style is fully consistent with the open and unobstructed communication which Blake and Mouton view as essential to the creative resolution of differences and sound relationships.

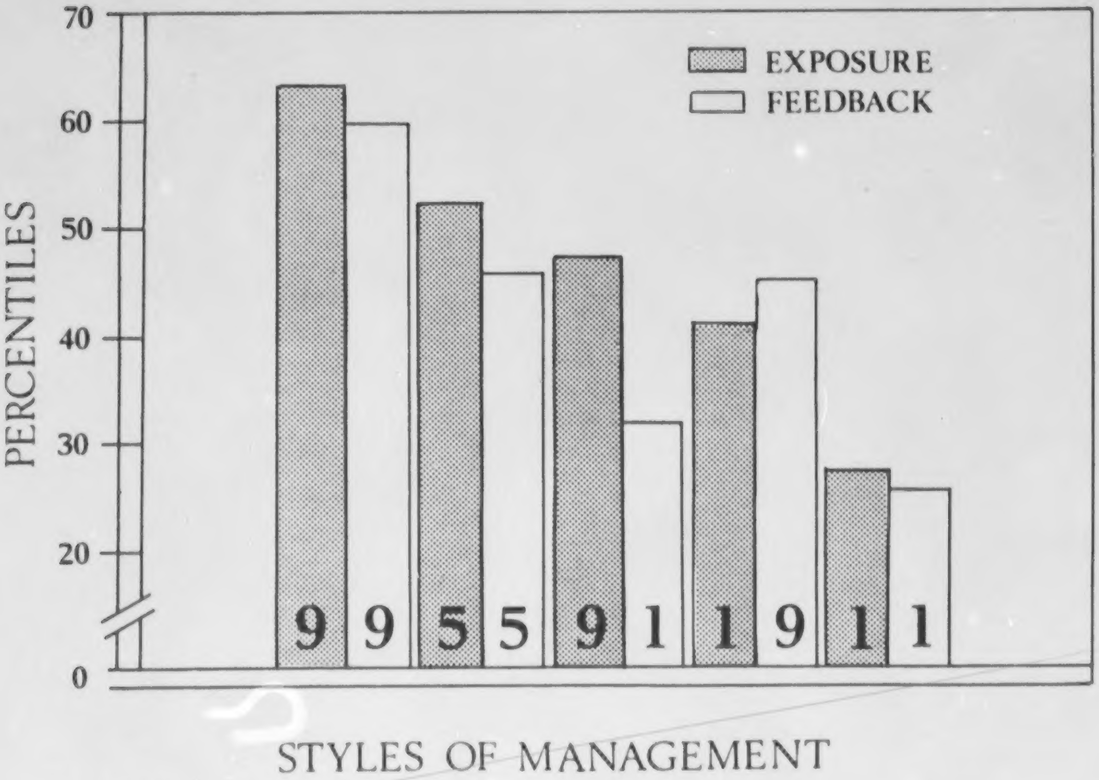

Figure 4

The 5,5 style of management appears, from the standpoint of Exposure and Feedback employment, to be a truncated version of the 9,9 approach. While the reported scores for both processes hover around the 50th percentile, there is a noteworthy preference for Exposure over Feedback. Although a Johari plotting of these scores might also approach a Type D profile, the Arena is less balanced and accounts for only 25% of the data available for use in a relationship. Again, such an interpersonal style seems consistent with a managerial approach based on expediency and a search for the middle ground.

As might be expected, the 9,1 managers in the study displayed a marked preference for Exposure over Feedback in their relationships with subordinates. This suggests that managers who are maximally concerned with production issues also are given to an overuse of Exposure - albeit not maximum Exposure - and this is very likely in the interest of maintaining personal control. In general, a Type C interpersonal style seems to underlie the 9,1 approach to management; and it is of no small importance that such managerial practices may well be sustained by enlarged Blindspots.

Considering the opposing dominant concerns of the 1,9 manager as compared to the 9,1 it is not too surprising to find that the major interpersonal process of these managers is Feedback solicitation. As with the 9,1 style, the resulting Arena for 1,9 managers is in a state of imbalance; but the resulting tension likely stems from less than desired Exposure, leading to relationships in which the managerial Facade is the dominant feature. The Type B interpersonal style may be said to characterize the 1,9 approach to management, with its attendant effects on corporate climate.

Finally, the use of Exposure and Feedback processes reported by those managers identified as dominantly 1,1 is minimal. A mechanical impersonal approach to interpersonal relationships which is consistent with the low profile approach to management depicted under 1,1 is suggested. The Unknown region dominates relationships apparently, and hidden potential and untapped resources prevail. The consequences of such practices for the quality of relationships, climates, and communication effectiveness have already been addressed in the discussion of Type A interpersonal behaviors.

By way of summary, it would appear that one's interpersonal style is a critical ingredient in his approach to management. While the uses of Exposure and Feedback reported by managers identified according to management style seem to be quite consistent with what one might expect, it is worthy to mention that the test items comprising the Personnel Relations Survey have very little, if anything, to do with issues of production versus people concerns. Rather, one's willingness to engage in risk-taking disclosures of feelings, impressions, and observations coupled with his sensitivity to others' participative needs and a felt responsibility to help them become involved via Feedback solicitation were assessed. The fact that such purposive behaviors coincide with one's treatment of more specific context-bound issues like production and people would seem to raise a chicken-and-egg question: Which comes first, interpersonal or managerial style? The question is researchable, and management practices along with information flow might both be enhanced by the results obtained.

CORPORATE CLIMATE AND PERSONAL DECISION

The major thesis of the present discussion has been that interpersonal styles are at the core of a number of corporate dilemmas; communication breakdowns, emotional climates, the quality of relationships, and even managerial practices have been linked to some fairly simple dynamics between people. The fact that the dynamics are simple should not be taken to mean that their management is easy; far from it. But, at the same time, the fact that individuals can and do change their interpersonal styles - and thereby set in motion a whole chain of events with corporate significance - should be emphasized. A mere description of one's interpersonal practices has only limited utility, if that is as far as it goes. The value of the Johari Window model lies not so much with its utility for assessing what is but, rather, in its inherent statement of what might be.

Although most people select their interpersonal styles as a reaction to what they anticipate from other parties, the key to effective relationships lies in proaction; each manager can be a norm-setter in his relationships if he will but honestly review his own interpersonal goals and undertake the risks necessary to their attainment. Organizations can critique their policies - both formal and unwritten - in a search for provisions which serve to punish candor and reward evasiveness while equating solicitation of data from others with personal weakness. In short, the culture of an organization - as well as the personal and corporate philosophies which underlie it - may be thought of as little more than a decision product of the human system. The quality of this decision will directly reflect the quality of the relationships existing among those who fashion it.

If the model and its derivations make sense, then corporate relationships and managerial practices based on candor and trust, openness and spontaneity, and optimal utilization of interpersonal resources are available options to every member of an organizational family. As we have seen, power distributions among people may adversely influence the choices they make interpersonally; management styles apparently constrain individuals; but the choice is still there, and it is a matter ultimately of personal decision. Type A practices require a breaking out of the corporate womb into which one has retreated; personal experiments with greater Exposure and Feedback, however anxiety producing, may be found in the long run to be their own greatest reward. For the manager locked into Type B behaviors, the task is more simple; he already solicits Feedback to an excellent degree. Needed is enough additional trust in others - whether genuine or forced - to allow a few toe-dipping experiences with Exposure. Others may be found to be less fragile or reactionary than one imagined. Learning to listen is but part of the task confronting managers inclined toward Type C styles; they must learn to seek out and encourage the exposures of others. This new attention to the Feedback process should not be at the expense of Exposure, however; revamping Type C does not mean adopting Type B. As one successfully taps into his own Blindspot, he often wonders how he got along without the data so well for so long; and then he begins to consider how much more effective he might yet become. These are all forms of low-risk high potential yield personal experiments. Whether they will ever be undertaken and their effects on corporate excellence determined, in the final analysis, depends upon the individual; the matter is one of personal decision.

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PARTICIPANT HANDOUT

4

SELF-ACCEPTANCE

I. DEFINITION

1. Self-Acceptance - the extent to which a helper is aware of aspects of self, valuing of self despite recognition of limitations, and able to share aspects of self with others.

II. SELF-ACCEPTANCE SCALE

1. Level One (Low)

   A. Helper resists or avoids feedback from others, i.e., is not really open to others' perceptions of self. ("I Messages" are presented insensitively.)

   B. Helper resists or avoids risking disclosure of own feelings, i.e., is not willing to show ownership of any "unflattering" or uncomfortable aspects of self. ("I Messages" are presented in "unreal" manner; not genuine or authentic.)

   C. Helper constantly presents negative or insecure aspects of self, i.e., is too disclosing of own discomforts and inadequacies. ("I Messages" are anxiety - arousing and discouraging.)

2. Level Two (Moderate)

   A. Helper occasionally seeks feedback or seeks feedback from some others, i.e., is open to certain others' perceptions of self or others' perceptions of self in certain situations. ("I Messages" are presented with partial sensitivity.)

   B. Helper resists or avoids risking disclosure of certain feelings, i.e., is not willing to show ownership of certain "unflattering" or uncomfortable aspects of self. ("I Messages" are presented with partial genuineness.)

3. Level Three (High)

   A. Helper often seeks feedback from wide range of others, i.e., is open and interested in others' perceptions of self. ("I Messages" are presented sensitively.)

   B. Helper is aware of own feelings and willing to risk disclosure if beneficial to helpee, i.e., is willing to show ownership of most "unflattering" or uncomfortable aspects of self. ("I Messages" are real, genuine, authentic.)

PARTICIPANT HANDOUT

MAJOR PURPOSES OF "I MESSAGES"

"I Messages" represent expressions of initiative by the helper which can accomplish at least three major purposes: 1) disclosure, 2) immediacy, and 3) confrontation.

1. DISCLOSURE - "I Messages" which reveal something about oneself. Messages may relate to past, present, or future experience. Disclosure indicates you've shared similar feelings or situations which promote such feelings. Objective is to confirm reality and normalcy of helpee feelings.

   cautions: Do not indicate superiority by telling stories about your own "great" solutions. Watch out for belittling or minimizing helpee feelings, (e.g., "oh, that's not much of a problem, I solved that kind of thing easily.")

   Examples of "I Messages" Disclosure: "I remember when I was in school I used to get real nervous when a teacher would call on me, too"; "I, too, get angry when my brother takes unfair advantages of me"; "I'm going to be leaving this school next year and I'm kind of afraid of going into a new situation"; "I have a lot of difficulty myself handling disappointments."

2. IMMEDIACY - "I Messages" relate to what you feel about the person you are with (helpee), or what the person is doing (how helpee is behaving) with you. Immediacy is also promoted by questions which ask helpee to deal in the immediate relationship between helper and helpee (e.g., "I-thou", "here-now").

   Examples of "I Messages" Immediacy: "I really appreciate you coming to see me."; "I get annoyed when you come in and slam the door."; "I'm really glad you feel you could trust me with this information."; "I get angry when you curse at me."; "I feel bad that you say you were disappointed by the concert."

3. CONFRONTATION - "I Messages" which point out discrepancies between what the helpee says and does, or between two different things the helpee does. May involve helpful questioning of helpee's perception/interpretation of reality, plus encouraging the person to see a basis for an alternative viewpoint (e.g., "You keep saying that no one likes you, yet I've heard you talking about Paul and John wanting you to be with them. Where do you get the idea no one likes you?")

   Examples of "I Messages" Confrontation: "On the one hand you tell me you can't do anything well, and on the other hand you got back a perfect paper in English."; "You say you can't get along with boys in class, yet I see you playing with them during P.E. with no difficulty."; "You tell me your mother doesn't trust you, yet she let you go on the overnight field trip."; "You say David doesn't care about you, yet he called you every day when you were sick."

Confrontation is not attack or blaming. The major objective is promotion of responsibility and congruence of own thoughts, feelings, and actions. Confrontation is usually directed at one of two major discrepancies:

(a) Self-Lifting Discrepancy - Helpee presents self as more responsible, confident, adequate, successful, virtuous, etc. than actions indicate. (e.g., "I'm getting the picture that you have no concerns or problems, yet I know people are very upset with your behavior since they keep sending you out of class.")

(b) Self-Lowering Discrepancy - Helpee presents self as less responsible, confident, successful, adequate, virtuous, etc. than actions indicate. (e.g., "You always express a lot of doubt about being able to do new things, yet it usually comes out OK. How come you put yourself down so much?") Self-lowering discrepancies have a strong pull for support, which is often beneficial to the helpee. At the same time, constant appeals for support may perpetuate lack of acceptance of own value and competence, and stimulate resentment from others.

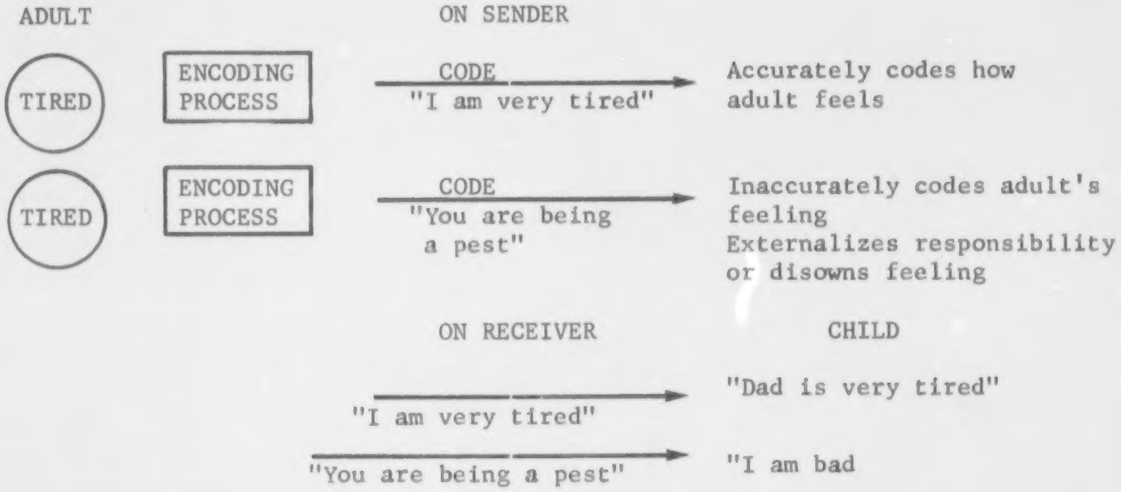
PARTICIPANT HANDOUT

"I MESSAGES" VS. "YOU BLAMING MESSAGES"

I. Some Examples

I Messages	You-Blaming Messages
Can't concentrate when there's a lot of noise.	You shouldn't act that way.
I don't feel like working when I'm tired.	You're behaving like a baby.
I can't hear you when others are talking.	You're always telling us what to do.
I feel angry when you yell.	

II. Communication Impacts


ADULT
ON SENDER
TIRED
ENCODING PROCESS
CODE
"I am very tired"
Accurately codes how adult feels
TIRED
ENCODING PROCESS
CODE
"You are being a pest"
Inaccurately codes adult's feeling
Externalizes responsibility or disowns feeling
ON RECEIVER
CHILD
"I am very tired"
"Dad is very tired"
"You are being a pest"
"I am bad

III. Advantages of "I Messages"

- Less apt to provoke resistance/rebellion
- Less threatening/attacking
- Does not imply good-bad, right-wrong
- Promotes others consideration
- Fosters assumption of responsibility by other for change
- Models honest exchanges; open communications

IV. Disadvantages of "I Messages"

- Involves risk of exposing self as "really are"
- Reveals own capability of being hurt or upset
- Can promote inappropriate levels of intimacy or self-disclosure

Reference: Gordon, Thomas, Parent Effectiveness Training. N.Y.: Peter Wyden, 1971, (pp. 115-138)

PARTICIPANT HANDOUT

INCIDENT WITH RAYMOND

Incident: You are the homeroom teacher for a group of 10th grade students. Before the period begins, you have a few minutes to chat with one of the students. You casually ask Raymond how things are going. He responds: "Great, now that I'm done with history." You are surprised since you assumed Raymond was still taking history as a requirement. You then ask how come he is finished with history, and Raymond answers: "I stopped going a week ago because Mr. Brown finked out on me." You ask what he means, and Raymond says: "He was supposed to give me a D, but he gave me a goddam E."

Further Background Info: Raymond is an outspoken youngster who prides himself on his honesty. He often criticizes adults for being devious and unwilling to level with kids. He feels teachers have created a communications barrier with students.

Immediate Situation: Knowing all this about Raymond, you imagine that he spoke to Mr. Brown and so you ask: "Why did Mr. Brown give you an E instead of the D he promised?" Raymond shrugs and with a disgusted look answers: "Who knows why he does his weird things. I can't read his mind. Once I got that E, I had no use for him - haven't seen him since."

Task: Now send an "I message" to Raymond which demonstrates each of the three major purposes: disclosure, immediacy, confrontation. That is, give one "I message" which demonstrates disclosure, one "I message" which demonstrates immediacy, and one "I message" which demonstrates confrontation.

Write these messages out, and then we'll hear how they sound.

Again, what Raymond has just said is:

> "Who knows why he does his weird things. I can't read his mind. Once I got that E, I had no use for him - haven't seen him since."

Written Responses

Disclosure - ____________________________________

Immediacy - ____________________________________

Confrontation - ____________________________________

PARTICIPANT HANDOUT

CRITERIA CHECK "I MESSAGES"

Transcript of Audio Tape Situation #1

Incident: It is early Tuesday morning. You're a teacher-advisor at a special school. The student's buses will soon be arriving. On Monday, Jane missed the bus going home, and her mother had to come for her.

You learned that Jane refused to get on the bus Monday, because Louise had hit her on the way to the bus. Louise and Jane ride the same bus, and are usually very friendly. Other teachers informed you that Louise punched Jane hard in the chest, and that Jane was crying and very upset. You also learned that Jane had teased Louise earlier in the day, calling Louise a "bitch" and accusing her of always telling secrets about other people.

Further Background Info: You know that in the past, Jane has teased Louise and others - has made them angry by her insults or taunting. As a result of her teasing, Louise and others have struck back at Jane - hitting, shoving, or yelling at her.

Immediate Situation: You have decided to talk with Jane about the incident. After interviewing her for 5-10 minutes, you hear the following things from her: 1) she was hurt and upset by Louise hitting her on Monday, 2) she doesn't know why Louise hit her, 3) she was afraid to go back on the bus on Monday, 4) she is unsure what's going to happen now between herself and Louise, and is nervous about Louise, 5) she indicates that she did tease Louise a "little bit", but was only "fooling" and "joking around".

You are about to initiate an "I Message" to Jane. She has just said: "I don't know what she's mad about. She didn't even talk to me on the bus today - and I'm scared she's gonna hit me again for no reason."

Task: Now send an "I Message" to Jane which demonstrates each of the three major purposes: disclosure, immediacy, confrontation. That is, give one "I Message" which demonstrates disclosure, one "I Message" which demonstrates immediacy, and one "I Message" which demonstrates confrontation. Indicate which type of "I Message" you are giving before sending a different kind.

We grant that if this were a real situation for you, you might not choose to use an "I Message" at this point. Try to relax - the purpose of this task is to give you a chance to practice various forms of giving "I Messages", and us a chance to give helpful feedback to you.

Again, what Jane has just said is: "I don't know what she's mad about. She didn't even talk to me on the bus today - and I'm scared she's gonna hit me again for no reason."

PARTICIPANT HANDOUT

CRITERIA CHECK "I MESSAGES"

Transcript of Audio Tape Situation #2

Incident: Billy sees you in the hall. You are a student resource teacher. He rushes over to you, and in an anxious, uptight voice asks what his new schedule is going to be for the next semester. He says: "I don't want to go to any classes if Joe and Harold are in there - they're always picking on me. Harold hits me all the time. I can't do my work with them there and I won't go with them."

Further Background Info: You know that in the past, Billy has had the same kind of difficulty with Joe and Harold in his classes. You have a good relationship with Billy, and know that he has managed to function pretty well in his classes, even when Joe and Harold have been in them, although he has needed support from the teacher. You also know that Billy usually overreacts to possible difficulty, and comes on with an "I can't cope" attitude. Yet if he is helped to stick with situations which are troublesome for him, he almost always does OK.

Immediate Situation: Since it is between periods and both you and Billy have commitments for the next period, you have very little time to talk with him. However, you have enough time to respond to him, are very familiar with what Billy is going through, and do not really need any more information.

You are about to initiate an "I Message" to Billy. He has just said: "I'm not gonna go ... I can't. I refuse to be subjected to punishment and abuse by them ... Can you get me out of the classes that they're in with me?"

Task: Now send an "I Message" to Billy which demonstrates each of the three major purposes: disclosure, immediacy, confrontation. That is, give one "I Message" which demonstrates disclosure, one "I Message" which demonstrates immediacy, and one "I Message" which demonstrates confrontation. Indicate which type of "I Message" you are giving before sending a different kind.

We grant that if this were a real situation for you, you might not choose to use an "I Message" at this point. Try to relax - the purpose of this task is to give you a chance to practice various forms of giving "I Messages", and us a chance to give helpful feedback to you.

Again, what Billy has just said is: "I'm not gonna go ... I can't. I refuse to be subjected to punishment and abuse by them ... Can you get me out of the classes that they're in with me?"

CRITERIA CHECK "I MESSAGES"

Transcript of Audio Tape Situation #3

Incident: You are Harriet's teacher-advisor in the Middle School. Her science teacher has just told her that she has to be sent home, because she did not bring her homework. Harriet was very angry at this and insisted on seeing you. You have an aide available who can watch you class for a while, and decide that it is important to speak with her now.

You had worked with Harriet on developing a contract which stipulated that if she did not do her work in class, she would be responsible for completing it at home. The contract also stated that if she did not bring her homework to class the next day, she would have to be sent home. In addition, the contract indicated that if Harriet met her responsibilities in doing her work, she would be demonstrating her readiness for a transfer to the Upper School - which she wants very much. Harriet participated fully in establishing the contract, indicated that she thought it was fair, and that she agreed to the conditions and consequences built into it.

Further Background Info: You know that Harriet wants to be treated as a grown-up, and has consistently indicated that teachers and parents treat her like a "baby". She is bigger and more physically mature than the other girls in the Middle School, is quite interested in boys, and wants to be given more freedom and trust by adults.

Immediate Situation: You take Harriet into your office and begin to talk with her about the incident. She is angry and indignant about the science teacher sending her home. She tells you that she thinks the science teacher was "stupid and unfair", and that she knocked over a chair and yelled that she wasn't going to go home.

You are about to initiate an "I Message" to Harriet. She has just said: "I shouldn't have to go home ... You ain't gonna make me go. It was his fault - he shouldn't of given me that stupid homework in the first place, and why should we be sent home just because we don't do dumb homework."

Assessment Task(s) / Criteria

2.3. Participant will respond, for each of three taped situations, with "I Messages" which accurately demonstrate disclosure, immediacy, and confrontation.

Assessment Activity: Listen to the three taped situations. For each situation write three different "I Messages" responses (disclosure, immediacy, confrontation.)

(See Basic Instructional Materials, Audiovisual Materials, "Transcript of Audiotape; Situation #1, p.149 "Transcript of Audiotape; Situation #2, p.150 and "Transcript of Audiotape; Situation #3, p.151, see Participant handout: "Major Purposes of 'I messages," p.144 when evaluating written responses.)

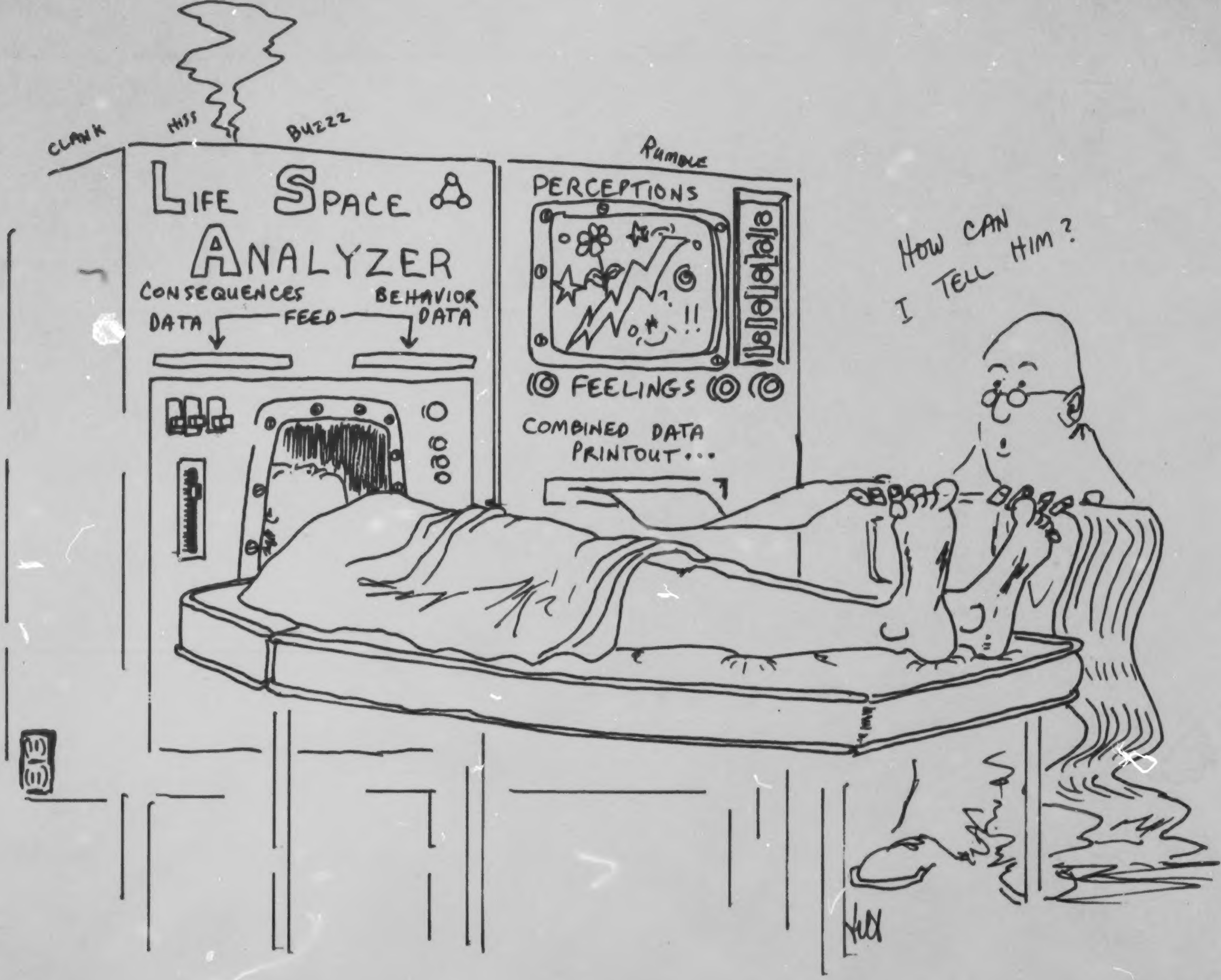
Supplemental Resources

Gordon, Tom. "Ineffective Ways of Confronting Children," "Effective Ways of Confronting Children," "Putting 'I Messages' to Work." Parent Effectiveness Training. N.Y.: Wyden, 1970, pp. 121-138.

Gorman, Alfred. "The Teacher and the Class: A Theoretical Framework for Interaction." Teachers and Learners: The Interactive Process of Education. Boston: Allyn & Bacon, 1969, pp. 22-41.

Long, Nicholas J. and Newman, Ruth G. "The Teacher and His Mental Health." Conflict in the Classroom, Third Edition. Belmont, California: Wadsworth, 1976, pp. 281-292.

Torrance, E. Paul. "What it Means to Become Human." To Nurture Humaneness: Commitment for the 70's. Washington, D.C.: Association for Supervision and Curriculum Development, 1970, pp. 3-12.


CLANK
HISS
BUZZZ
RUMBLE
LIFE SPACE ANALYZER
CONSEQUENCES DATA
FEED
BEHAVIOR DATA
PERCEPTIONS
FEELINGS
COMBINED DATA PRINTOUT...
HOW CAN I TELL HIM?

5 MODULE

TITLE

Life Space Analysis and Working Toward Resolution

DURATION 3 sessions (9 hours)

COMPONENTS

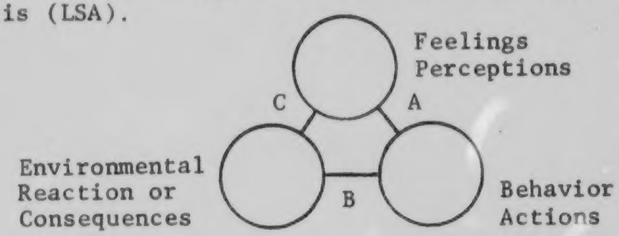
1. Overview of Module
2. Objectives (course and workshop)
   a) Instructor
   b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
   a) Instructor
   b) Participant
5. Assessment Task(s)/Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙	Fishbowl
□	Instructor presentation
↕	Interaction between participants and instructor
⤧	Large group discussion
88	Small group work
✿	Sharing small group work with whole group
•	Individual work
:	Participant pairs work together
⍖	Feedback to instructors
♁	Feedback to class
◈	Audiovisual presentation
↻	Whole group rounds
•→88	Individual work shared in small group
•→○	Individual work shared in large group
├─┤	Suggested break

Overview of Module

Life Space Analysis is a process that enables us to better understand an individual by focusing on the interrelationship of forces affecting him. The forces which determine a person's psychological "life space" are: 1) feelings and perceptions, 2) behavior associated with these feelings and perceptions, and 3) environmental reactions or consequences resulting from that behavior. These interrelationships are diagrammed below in the model for Life Space Analysis (LSA).



In applying the Life Space Analysis approach, the helper must implement two major steps: first, gather the information necessary to comprehend the helpee's feelings and perceptions, related behavior, and environmental consequences, and, second, decide on a focal point for promoting a positive resolution between conflicting or self-deflating forces.

Working toward resolution of problem situations or "resolution counseling" requires that the helper identify strategies for enabling the helpee to alter his own thoughts, feelings or behavior to achieve greater self-esteem and life satisfactions. An important consideration is the helpee's readiness to consider alternatives.

In the first session, participants are introduced to the Life Space Analysis model. They break into small groups and practice working with the LSA model and then small group work is shared with the total group. The instructor then explains the relationship of the LSA model to counseling and demonstrates how the model is integrated into counseling sessions. Participants are asked to divide into triads and practice counseling using the LSA model.

The second session begins with small group practice in counseling. Observers take notes on the helper's ability to counsel effectively using the model and the skills taught so far (respect, empathy, "I Messages"). The instructor facilitates by graphically charting a life space analysis as the counseling session progresses. Observers share notes they have taken of the session. Participants are then asked to make a tape as a competency check.

In the third session, participants divide into small groups to practice working towards resolution and using the Life Space Analysis model. They then share their observations with the whole group. The instructor presents basic concepts for focusing on resolution. Participants pair off and, using the same written problem situation used earlier, try to counsel toward resolution. In small groups, participants are given another practice situation and brainstorm resolution strategies relating to perceptions/feelings, behavior or actions, and environmental reaction or consequence. Members then conduct a counseling dialogue to promote resolution of a helpee's problem situation. The results are shared with the whole group. The class is then given a competency check on working towards resolution.

MODULE

5

Objectives

INSTRUCTOR

Instructor will present the model for Life Space Analysis (LSA).

Instructor will facilitate small group use of the model.

Instructor will demonstrate the relationship of the LSA model to counseling.

Instructor will facilitate small group practice in integrating the model into counseling.

Instructor will explain the competency check for applying the LSA model to counseling.

Instructor will facilitate small group activity on working towards resolution in a counseling session.

Instructor will present basic concepts of focusing on resolution.

Instructor will facilitate small group practice in resolution counseling.

Instructor will explain the competency check for working towards resolution.

PARTICIPANT

Objective 2.4. Participant will demonstrate ability to use counseling skills (including appropriate levels of respect and empathy, checkpoint summaries, and "I Messages") in following the LSA model.

Task 2.4.(a)	The participant will demonstrate the use of counseling, following the LSA model, by making a tape of a simulation counseling session.
Task 2.4.(b)	The participant will prepare a life space analysis, in writing, based on a simulation counseling session.
Objective 2.5.	Participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.
Task 2.5.	The participant will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.

Instructional Unit Guide

Life Space Analysis and Working Toward Resolution

5 MODULE

(Deal with class or group issues prior to unit instruction.)

Objective 2.4. The participant will demonstrate ability to use counseling skills (including appropriate levels of respect, empathy, checkpoint summaries, and "I Messages") in following the LSA model.

Assessment Task(s)/Criteria:
2.4. (a) The participant will demonstrate the use of counseling following the LSA model, by making a tape of a simulation counseling session.
(b) The participant will prepare a life space analysis, in writing, based on a simulation counseling session.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
75"	☐	1. Model for Life Space Analysis a) Using Instructor Guide, instructor gives mini-presentation of the model for Life Space Analysis. b) Small group work with the model: (1) Break the class into groups of four.	Instructor Guide: ● Model for Life Space Analysis, p.172 Participant Handout: ● Model for Life Space Analysis Worksheet, p.180
	•	(2) Each person in the group is to think of a person and, using the handout, "Model for Life Space Analysis Worksheet," construct the person's Life Space by filling in the circles. Each person should be able to explain how the relationship of feelings to behavior to environmental reactions and to perceptions affect the life of the person.	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
	●→⁘	(3) Participants discuss each other's life space analysis in the small group and then choose one to present to the whole class.	
	⊛	c) Each group shares with whole class one application of the model for Life Space Analysis done in the small group.	
15"	├─┤	(Suggested Break)	
45"		2. The Relationship of the Model for Life Space Analysis to Counseling -	
	●	a) Distribute handout and have participants read it through. Clarify questions along the way.	Participant Handout: ● A Functional Approach to the Model for Life Space Analysis, p. 181
	☐	b) Demonstrate a counseling session that exemplifies the process outlined in Part I of the handout, "A Functional Approach to the Model for Life Space Analysis." Ask participants to record observations on worksheet.	
		(1) As you are counseling, mention that you are moving: from feelings to behavior, behavior to environmental reactions, etc.	Participant Handout: ● Model for Life Space Analysis Worksheet, p. 180 Instructor Guide: ● Sample Counseling Dialogue, p. 173
	⤧	(2) Have group share what they have recorded on the LSA worksheet and discuss application of the model to a counseling session.	
40"	⁘	3. Practice in Integrating the Model into Counseling - In triads, have each member conduct a counseling session like the one demonstrated.	Participant Handout: ● Model for Life Space Analysis Worksheet, p. 180

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		The purpose is to gather the information needed to fill in the circles of the model for Life Space Analysis. One member is the helper, one the helpee and the third fills in the model as the counseling dialogue goes on.	
5"	⚐	4. Session Feedback	(End Session #1)
70"	88	5. Practice Counseling - The second session begins with small group practice in counseling. Observers take notes on the helper's ability to counsel effectively using the skills taught to date (respect, empathy, "I Messages"). The observers should note the helper's ability to use the model for Life Space Analysis as the "game plan" for the counseling session. The instructor facilitates the helper's ability to counsel using the model for Life Space Analysis by asking questions, reflecting empathy, and initiating messages which will elicit needed responses. One observer fills in the model for LSA as the helper gathers the information and checks it out with the helpee. Divide class into small groups and follow procedure outlined below: a) Two members role play a counseling session. b) Observers fill in the "LSA Worksheet" and the "Helper Skills Checklist" as the counseling session moves along. c) Instructor facilitates the helper's use of the model by stopping the interview	Participant Handout: ● Model for Life Space Analysis Worksheet, p. 180 ● Helper Skills Checklist, p. 184

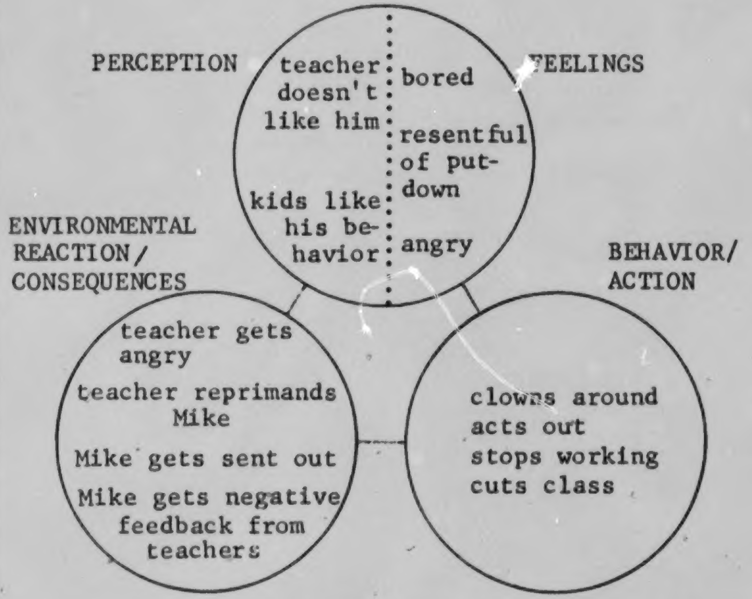
TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		at various points to guide the helper in gathering information, and refocussing the direction of the counseling session appropriately. The following are guideline questions that should be in the helper's mind as the interview proceeds: (1) Are there other ways the person can express his feelings? (This focuses on feelings as they lead to behaving.) (2) Are there other reactions the person can bring about from his environment? - Does this person see what he does now and how others react? - Does the person see that others react differently to him based on his actions. (This focuses on behavior as it influences environmental reaction.) (3) Are there other perceptions that he might be able to have about the way the environment relates to him? - Can the person see other's reactions in a less blaming or more positive way? - Can the person see self in a less blaming or more positive way? (This focuses on environmental reactions as they affect perceptions and feelings.) d) When the counseling session is completed, observers will share the information on the LSA worksheet.	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
15"	⊢—⊣	(Suggested Break)	
90"	● ●	6. Competency Check: (Assessment Activity) a) Participants pair off and conduct a taped counseling session. The purpose is to use the counseling skills developed, to fill in the parts of the model for LSA (relating feelings and perceptions to behavior to environmental reaction to further feelings and perceptions). Participants should focus on the use of the model for LSA as the plan for a counseling session. The dialogue should show the relationship between different aspects of the model, have checkpoint summaries, and demonstrate respect and empathy skills.	Participant Handout: ● Model for Life Space Analysis Worksheet, p. 180 Audiovisual Materials: ● Blank cassette tapes, cassette recorders
	●	b) After completing the taped session, the helper is to fill out an LSA worksheet that summarizes what the helper has found out about the helpee in relation to his feelings → behavior → environmental reaction → perceptions of self and others. This is to be handed in and used in evaluating the tape.	
		c) Helper and helpee switch roles and repeat a) and b).	
5"	☐	7. Session Feedback	Participant Handout: ● Feedback Form, p. 21 (End Session #2)

Objective 2.5. The participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.

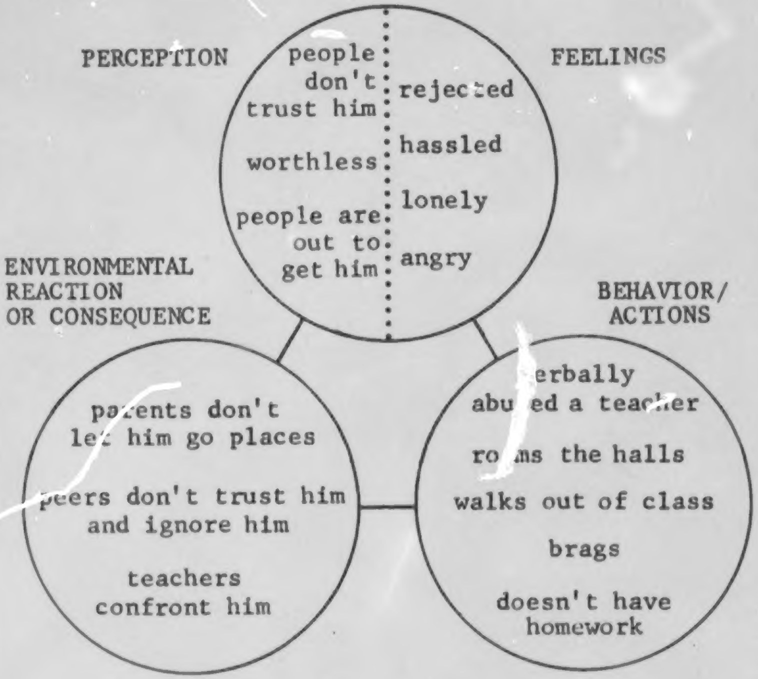
Assessment Task(s)/Criteria:
2.5. The participant will demonstrate understanding of the resolution phase of counseling by identifying a resolution strategy appropriate to a problem situation presented in a written case description.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
45"	○○ ○○	8. Working Towards Resolution - a) Divide the class into two groups; one group will act as helpees, one group as helpers. (1) Distribute practice situation #1, Mike, to each of the helpees. They will each play the role of Mike in a counseling session. Give them time to become familiar with the role and to get some consensus on the characteristics they will emphasize. (2) Instruct the helpers that they are each to counsel one of the helpees playing Mike. At the end of the counseling session, they are to fill in the model for life space analysis worksheet based on the information they gather in the counseling session with Mike.	Participant Handout: ● Working Towards Resolution - Practice Situation #1, p. 185 Participant Handout: ● Model for Life Space Analysis Worksheet, p. 180
	● ●	b) Pair off class members and have them conduct the counseling session. The helpee plays the role of Mike; the helper gathers the information needed to fill in the LSA	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
	⊛	model. The helper should use empathy, respect, "I Messages", and checkpoint summaries when appropriate. c) Bring the whole group together. Have the helpee share the information they have gotten during the counseling session. Put a large diagram of the model for Life Space Analysis on the board and, as participants share their findings, record the information in the appropriate circles of the model. It should look something like this:  PERCEPTION teacher doesn't like him kids like his behavior FEELINGS bored resentful of put-down angry ENVIRONMENTAL REACTION/ CONSEQUENCES teacher gets angry teacher reprimands Mike Mike gets sent out Mike gets negative feedback from teachers BEHAVIOR/ ACTION clowns around acts out stops working cuts class	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
50"		9. Focusing on Resolution	Instructor Guide: ● Mini-presentation - Focusing on Resolution, p. 179 Participant Handout: ● Working Towards Resolution: Alternative Strategies for Practice Situation #1 - Mike, p. 186
	□	a) Present basic concepts in focusing on resolution.	
	✕	b) Distribute handout and discuss the focus for resolution for each area presented and the examples of evidence for resolution. Ask participants to add other strategies and evidence.	
	:	c) Have participants return to the same helper-helpee pairs and switch roles. Using the same situation (Mike), the new helper is to pick an area to focus on for resolution. He is to conduct the counseling session with Mike and try for resolution. He can focus on any area he likes and should not let the helpee know which area he is focusing on.	
	⊛	d) Return to whole group to discuss questions and issues regarding working toward resolution.	
15"	⊢⊣	(Suggested Break)	
60"	✕	10. Resolution Counseling -	
		a) Distribute "Practice Situation #2 - Clarence." Have participants read through handout. Put the model for Life Space Analysis on the board and have participants give the information necessary to fill in the circles. It should come out something like this:	Participant Handout: ● Practice Situation #2 - Clarence, p. 188

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS


PERCEPTION
people don't trust him
worthless
people are out to get him
FEELINGS
rejected
hassled
lonely
angry
ENVIRONMENTAL REACTION OR CONSEQUENCE
parents don't let him go places
peers don't trust him and ignore him
teachers confront him
BEHAVIOR/ ACTIONS
verbally abused a teacher
roams the halls
walks out of class
brags
doesn't have homework

b) Divide the group in half, asking each group to list resolution strategies for each of the three areas and evidence of resolution. Area A - Clarence's perception of himself and others. Area B - how Clarence expresses his feelings through his behavior. Area C - the consequences of his behavior.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
	●●	c) After each group has brainstormed resolution strategies in each area, have members of one group pair with members from the other group. Each pair is to carry on a counseling dialogue and try to reach resolution in one of the areas, focusing on a strategy selected by their group. One member plays Clarence while the other plays the helper. Then they switch roles, with the new helper working toward resolution in a different area than the first helper.	
	⊛	d) Bring the whole group together to share their experiences. Discussion questions might be: - What areas were easiest to focus on? - What problems came up in counseling in each area? - Did people integrate empathy, respect, "I Messages," and checkpoint summaries?	
5"-45"	●	11. Competency Check: Working Towards Resolution - Distribute competency check handout. Participants are to fill in parts 1, 2, and 3 using the information from the situation given in the handout. These sheets should be turned in to the instructor upon completion. (This is the Assessment Activity for 2.5.) May be done in or out of class, depending on time available.	Participant Handout: ● Working Towards Resolution: Competency Check, p. 189
5"	⍗	12. Session or Unit Feedback	Participant Handout: ● Feedback Form, p. 21

Basic Instructional Materials

5 MODULE

INSTRUCTOR GUIDES

Model for Life Space Analysis, p. 170

Sample Counseling Dialogue, p. 173

Mini-Presentation - Focusing on Resolution, p. 177

PARTICIPANT HANDOUTS

Model for Life Space Analysis Worksheet, p. 172

A Functional Approach to the Model for Life Space Analysis, p. 179

Helper-Skills Checklist, p. 182

Audiovisual Materials: blank cassettes, cassette recorders*

Working Towards Resolution - Practice Situation #1, p. 183

Working Towards Resolution: Alternative Strategies for Practice Situation #1 - Mike, p. 184

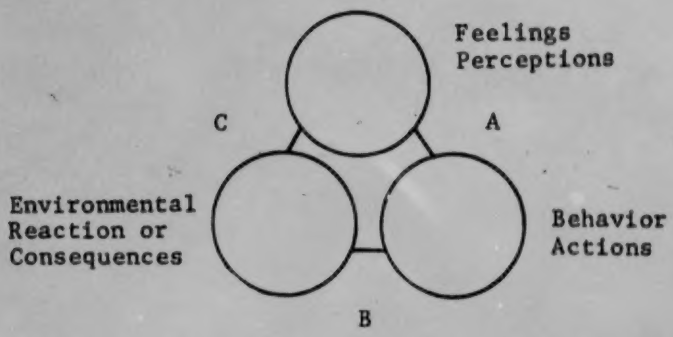
Practice Situation #2 - Clarence, p. 186

Working Towards Resolution: Competency Check, p. 187

*Must be provided by instructor or participant.

MODEL FOR LIFE SPACE ANALYSIS

1. Put the following diagram of the model for Life Space Analysis on the board.



2. Discuss the issue of needs or goals and the desire to attain them as part of our life.

   A. Each of us have needs that we want satisfied. Sometimes we can attain our goals and meet our needs and other times things interfere or block our ability to do so. Sometimes we can accept this interference and sometimes we cannot.

   B. The model for Life Space Analysis is a conceptual framework which allows us to look at the forces affecting the attainment of our goals and needs. In addition, it is a model for understanding how we go about reaching our goal; why we choose to reach it in a particular way; and why we may not reach it.

3. The following example illustrates the LSA model:

   The need = recognition.

   A. Positive cycle: Tom joins the football team as a means of getting recognition. He becomes quarterback and helps the team to victory. He is supportive of team members. People in his environment respond to him with praise, friendship, invitations to parties, etc. His perception of people is positive. They like him, they're good. He perceives himself favorably. His feelings are of love, warmth, joy, fulfillment. This leads to his helping friends, verbally respecting others, etc.

   B. Negative cycle (conflict cycle) - Tom joins the football team for recognition. He becomes quarterback. He puts down other team members and criticizes them whenever they do something wrong. He always points out how he could do it better. People in his environment resent him, ignore him, don't want to socialize with him. He perceives people as not liking him, as un-caring, snobish and jealous. He feels angry, hurt, rejected, and insignificant.

   Second level analysis - His behavior worsens. He is antagonistic in the locker room; he intentionally loses the game; he doesn't show up for practice. People begin to act out against him. He gets tossed off the team. He perceives that people are out to get him and hate him. He feels lonely and feels that the world is against him.

SAMPLE COUNSELING DIALOGUE

The following dialogue is a demonstration of the application of the LSA model to a counseling session. Editorial comments have been interjected to point out specific parts of the model.

Helper: "Thanks for coming in to see me, Ellen."

Helpee: "What do you want to see me about, Mr. Wasserman?"

Helper: "I understand you were asked to leave Mr. Stein's class today."

Helpee: "Yeah."

Helper: "Can you tell me what happened?"

Helpee: "He was in a bad mood again today and took it out on me as usual."

Helper: "Sounds like you are angry with Mr. Stein about the way he treated you." (Identifying feelings.)

Helpee: "You're darn right I am. I'm tired of him picking on me all the time."

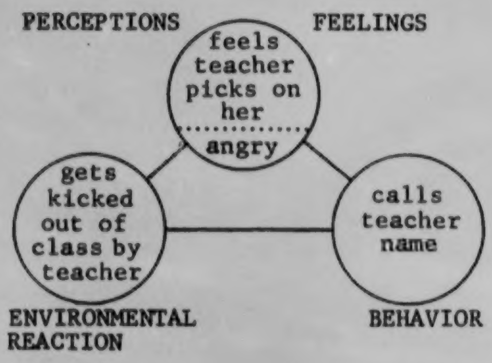
Helper: "Mr. Stein picks on you a lot."

Helpee: "All semester. Well, most of the semester he's been hassling me about one thing or another. Well, today I just had it and I let him know it, too. I called him a racist pig."

Helper: "After you called him a racist pig, is that when he sent you out of class?" (Connecting her behavior and environment's reaction.)

Helpee: "Yeah."

The following information has been gathered and can be entered in the model for Life Space Analysis:



Ellen's feelings: Angry at the way Mr. Stein has been treating her.

Ellen's perceptions: Mr. Stein is a racist pig; he picks on her a lot; when he's in a bad mood, he takes it out on her.

Ellen's behavior: She called Mr. Stein a racist pig.

Environmental reaction: Mr. Stein sent her out of class.

(Checkpoint Summary:)

Helper: "Let me see if I have things clear so far. You were in class. Mr. Stein started to pick on you because he was in a bad mood. You felt like you had had it with him picking on you and called him a racist pig. He then told you to leave class."

Helpee: "Yeah. That's it."

Helper: "Was this in the beginning of class?"

Helpee: "Yeah! It was."

Helper: "What happened when you first got to class?"

Helpee: "Well, I was a few minutes late to class so I came in the back door and sat in a seat in the rear of the class. Well, Jerome was in the seat next to me and he kind of gave me a look."

Helper: "Jerome kind of gave you a look."

Helpee: "Yeah. You know, like you better watch out."

Helper: "What did he feel you should be watching out for?"

Helpee: "Mr. Stein. That's what."

Helper: "So, Jerome felt something you were doing would annoy Mr. Stein." (Connecting her behavior and how environment could react.)

Helpee: "Yeah. Mr. Stein gets ticked off any time I'm the least bit late to class."

Helper: "What does he do when you come late to class?"

Helpee: "He calls me to his desk and asks me why I'm late and then he gives me a lecture about if I want to go to college I've got to get my grades up and coming late to class isn't going to help."

Helper: "So, when you come in to class late, he calls you up to his desk and talks to you about it." (Relationship of her behavior to environmental reaction.)

Helpee: "Yeah."

Helper: "It must embarrass you to be called up in front of the class and be lectured to by the teacher." (Relationship between environmental reactions and her feelings.)

Helpee: "Yeah. My best friends are in that class and he goes and makes me look like a fool."

Helper: "Sounds like you think Mr. Stein doesn't care about you at all." (Identification of Ellen's perceptions of teacher based on his actions.)

Helpee: "How could someone like him care about anyone?"

Helper: "Do you come late to class a lot?"

Helpee: "Yeah, I guess so."

Helper: "Does Mr. Stein say something to you in front of the class each time you come to class late?"

Helpee: "Well, no. Not in the beginning. He used to be real nice about it and just leave me alone. The last month though he's always on my case."

Helper: "Are there other kids who come late to class?"

Helpee: "Yeah! But he doesn't lecture them, he just gives them detention."

Helper: "So, when other kids are late Mr. Stein doesn't take the time to talk to them as he does with you."

Helpee: "Yeah! That's right."

Helper: "On the one hand you tell me Mr. Stein doesn't care about you, and on the other hand you say he takes special care and time to talk with you when you're late to class."
("I" message confrontation: shows relationship between environmental reaction and her perceptions. Attempt to change the helpee's perception that teacher doesn't care.)

Helpee: "Well, it's not that he doesn't care about me. It's that he's worried I'm not going to go to college next year."

Helper: "So, when he calls you up to his desk and lectures you about being late and how it's not helping you get ready for college, he's really showing you that he cares about you."

Helpee: "I guess so. But he doesn't have to do it day after day."

Helper: "Does Mr. Stein know you're angry about the way he shows he cares?"

Helpee: "I don't know."

Helper: "When he calls you to the desk and lectures to you, what happens next?"

Helpee: "Well, I usually just agree with him and then as I'm walking back to my seat facing the kids in the class, I kind of mimic him and make faces."

Helper: "How do the kids react to your mimicking the teacher?"

Helpee: "They laugh."

Helper: "How does Mr. Stein react to the laughter?"

Helpee: "He tells everyone to quiet down and says something like 'You all may think it's funny now, but it won't be a year from now if this girl doesn't get a chance to go to college'."

Helper: "How do you think it makes him feel when he shows concern for you and people laugh at him?"

Helpee: "I guess it makes him angry and maybe a little embarrassed."

Helper: "How did you feel when the class laughed at Mr. Stein?"

Helpee: "I guess I enjoyed it. It gave me a feeling of satisfaction to get even with him."

(Checkpoint summary prior to resolution:)

Helper: "Let me see if I have things right so far. When you're late to class (behavior), Mr. Stein calls you to his desk and lectures you (environmental reaction to behavior). This makes you angry at Mr. Stein for embarrassing you in front of your friends (environmental reactions affect her feelings). You also think that Mr. Stein doesn't care about you (perceptions based on teacher reactions). After Mr. Stein lectures you, you go back to your seat and mimic him (behavior) which in turn embarrasses Mr. Stein and makes him a bit angry (environmental reaction) which gives you some enjoyment and satisfaction. Is that about right so far?"

Helpee: "Yeah!"

Helper: "We also said that while you initially thought Mr. Stein did not care about you, you now feel that he does care. However, the way he shows you he cares (calling you up to his desk in front of the class) makes you angry with him."

Helpee: "Yeah. I just wish he wouldn't embarrass me in front of the class."

Helper: "So you'd like to get things worked out with Mr. Stein."

Helpee: "Yes."

(The helpee is now ready for resolution. She can see that Mr. Stein may care about her. She knows that there are things she does that makes him angry with her (being late) and that when she gets angry with him, she gets back at him by mimicking him. All of this has not made things better for her in class and she would like it worked out.)

Helper: "You said you would really like Mr. Stein to stop lecturing you in front of the class. Is there anything you could do to eliminate the need for him to lecture you?"

Helpee: "Well, I guess if I didn't come to class late, he wouldn't have a reason for calling me up to his desk." (Change in her behavior leads to different reaction from Mr. Stein.)

Helper: "So if you didn't come late, Mr. Stein wouldn't have to lecture you." (Relating behavior and environmental reaction.)

Helpee: "Yeah."

Helper: "If he didn't call you to the desk and lecture, would you have cause to feel angry at him?" (Relating environmental reaction to feelings.)

Helpee: "No, I guess not."

Helper: "And if you weren't angry, would you feel you need to get back at him by mimicking him in class?"

Helpee: "Probably not."

Helper: "So if your behavior changed, things would probably be better all around between you?"

Helpee: "Yeah."

Helper: "I know it's hard to always be on time to class and there might be occasions when you are late. We all are at times. What could you do to prevent him from lecturing you on those occasions?"

Helpee: "Well, if I spoke to him and told him how I felt about his calling me up to his desk and how it embarrasses me, he might stop doing it."

Helper: "So if you talked to him and told him how you felt, he might change his way of showing that he cares which hurts you."

Helpee: "Yeah."

Helper: "And if he changes the way he reacts to you, you would feel good about him and wouldn't be angry and may even be more willing to get to class on time." (Showing how change in her behavior can positively affect the reactions and feelings of both parties and lead to satisfactory resolution.)

Helpee: "Yeah. I would."

Helper: "Of the two possible alternatives, talking to him or just coming to class on time, which one would you be willing to try?"

Helpee: "I think I'd like to talk to him."

Helper: "I really feel good about the way you're trying to help smooth things out." ("I" message - immediacy.) Is there a time you think you can talk to him?

Helpee: "We have lunch the same time and he eats in the cafeteria. I think I'll talk with him today, at lunch."

Helper: "After you've spoken to him, will you come by and let me know how it went?" (Making sure resolution has occurred.)

Helpee: "Yeah - sure. I'll stop by right after lunch."

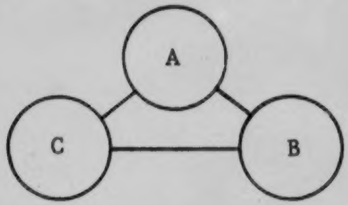
Helper: "Good, I'll see you then."

MINI-PRESENTATION: FOCUSING ON RESOLUTION

This information should be presented after participants have worked with participant handout, "Working Towards Resolution: Practice Situation #1," page 183 as indicated in the instructional unit guide for this module.

We have spent some time now preparing the helper (Mike) and ourselves for resolution. We have questioned respectfully; been empathic; built a trusting relationship; and have a good sense of the life space of the helpee. We know his feelings and the behavior he exhibits in response to those feelings. We know how people react to him, how he perceives others, and how he feels about himself. Given all the information, what do we focus on for resolution?

We can focus on resolution in any of three areas relating to the model for Life Space Analysis. (Area A, B, or C.)

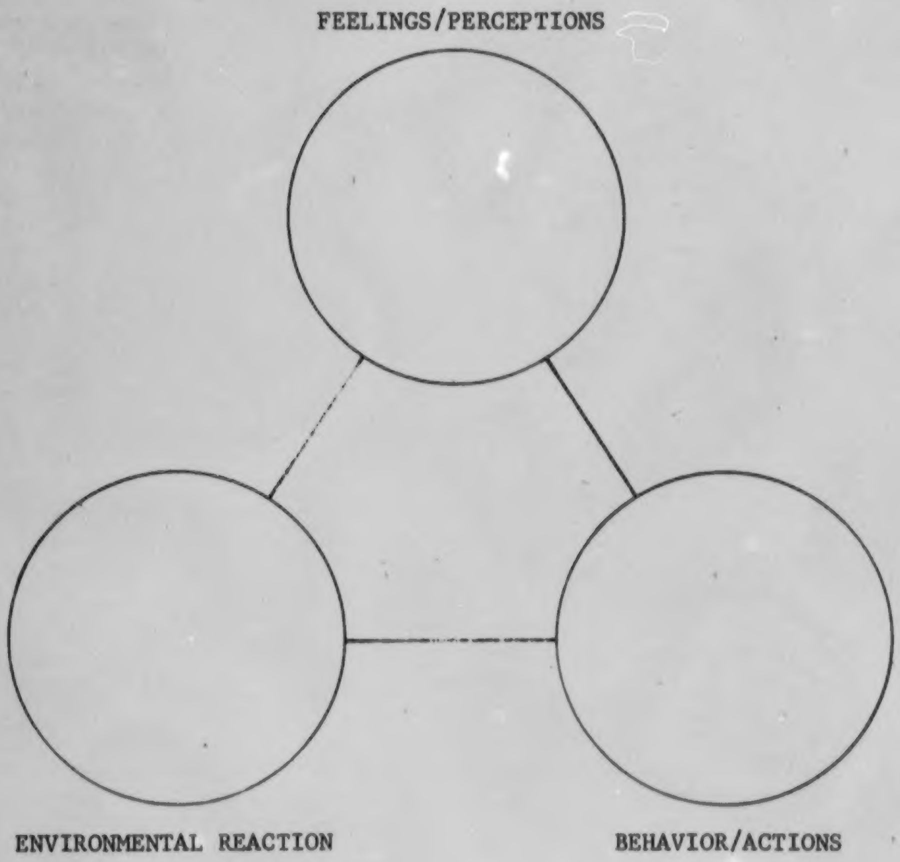


If we centered on Area A, we would be focusing on Mike's perception of himself or of his teacher. If we centered on Area B, we would be focusing on how Mike expresses his feelings or perceptions through his behavior. If we centered on Area C, we would be focusing on the consequences of Mike's behavior or how people react to him. Regardless of which area we focus on, there must be evidence that resolution has taken place.

We can counsel and arrive at a resolution strategy, but we also need to know whether or not the helpee carries it out. Therefore, once a strategy is designated, we must establish some way of ascertaining that the helpee follows through on it.

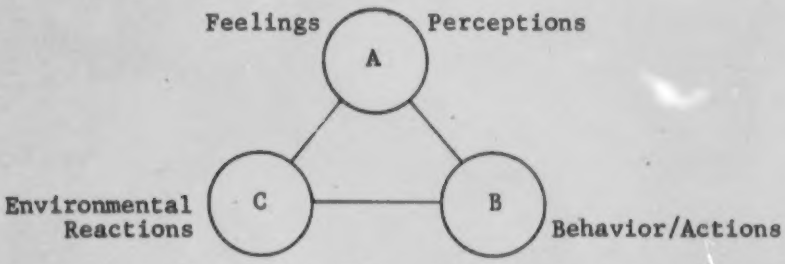
PARTICIPANT HANDOUT

MODEL FOR LIFE SPACE ANALYSIS WORKSHEET


FEELINGS/PERCEPTIONS
ENVIRONMENTAL REACTION
BEHAVIOR/ACTIONS

PARTICIPANT HANDOUT

A FUNCTIONAL APPROACH TO THE MODEL FOR LIFE SPACE ANALYSIS



Life Space Analysis can provide a "game plan" for a counseling session. The goals of a counseling session are twofold: First, to question and probe (respectfully and empathically) in order to fill in the circles of the model and second, to move toward resolution in one of the areas. By exploring each area or circle one by one, back and forth, we can begin to get a picture of the relationship between a helpee's feelings and actions; then his actions and environmental reactions; then environmental reactions and perceptions. At each connection (e.g., how feelings relate to actions), a checkpoint summary is given back to the helpee to verify the reality of the connection before going on to another circle in the model. For example: After questioning and stating and probing for a period of time in the area of feelings and behavior a helper might state" "So when you need affection (feeling), you pinch the boys (behavior)." Helpee response is "Yes." My checkpoint is verified and now I move on to the next connection of circles in the model: Behavior leads to environmental reactions. "What happens (environmental reaction) when you pinch (behavior) the boys? How do the boys and teachers react?" After questioning and probing, you feel things are clear at this juncture and so you're ready for a checkpoint: "So when you need affection (feeling), you pinch the boys (behavior) and the boys hit you and teachers suspend you (environmental reaction)."

We now have some of the pieces to the puzzle. We have the feelings, the behavior, and the results of the behavior. Before we go on to the resolution phase, we need to know the helpee's perceptions of environment (boys and teachers) and his feelings about them and about himself as a result of his perceptions.

Helper: "How do you feel when kids hit you?"

Helpee: "I feel angry and I think they don't like me. I think teachers hate me, too. I guess I'm no good."

After more detailed questioning, we arrive at the above statements. Now we are ready for checkpoint at this area.

Helper Checkpoint: "So when the kids hit you and the teachers suspend you, it makes you angry and you feel they don't like you and that you're inadequate or no good."

Helpee: "Right on, Mr. Counselor."

The circles of the model are now all filled in. The relationship between them is clear to you. Now let's see if it is clear to the helpee.

Major Checkpoint Prior to Resolution: This is a summary statement that reviews the dynamic relationship existing between feelings, behavior, and environmental reaction that the model helps us explore. We've implemented the game plan (fill in the circles of the model); now we need to give it back to the helpee in its completed form to see if it is accurate.

Helper: "O.K. When you feel you need affection, you go and pinch the boys. This in turn causes the boys to hit you, which really doesn't get you affection. Teachers suspend you for disrupting class. You get angry at teachers and feel they don't care about you or like you. You also feel that kids don't like you and that you are not worthwhile, adequate, or a good person."

With this confirmed, which says you're right and the helpee is aware of it, you are ready to begin resolution in one of the connecting areas. For example: feelings/behavior.

Helper: "You want affection and that is great. But the way you are going about it is not getting you what you want. Is there something else you could do (behavior) to get affection?"

Helpee: "Yes. I could just talk to the boys."

You must now connect this suggested behavior to the model.

Helper: "If you talk to the boys, how do you think they will react to you?"

Helpee: "Like me."

Helper: "If they like you, will that make you feel good about yourself?"

Helpee: "Yes."

Helper: "Will you think (perceive) kids are O.K.?"

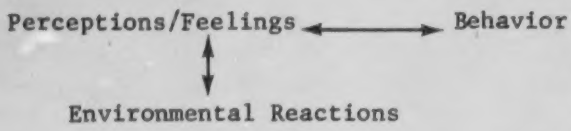
Helpee: "Yes."

Therefore, if you change a behavior, it can lead to better reaction from others, better feeling about yourself and about others. Hopefully the helpee will try the new behavior.

Some additional rules for using the model.

Rule I: If you identify a feeling you must next relate behavior and feelings; then relate feeling and environmental reaction (basis for feeling) before going on. This is the "right angle" approach to counseling. In this way, you will be clear on the feelings and the basis for them.

(Feelings lead to behavior; perceptions/feelings also result from environmental reactions)


Perceptions/Feelings
Behavior
Environmental Reactions

This rule is true for other areas: behavior leads to reactions; environmental reaction leads to feelings and perceptions.

Rule II: Deal with one inappropriate behavior at a time, not all of them. Behavior is representative of underlying problems. We need only one important behavior to help us fill in the model.

PARTICIPANT HANDOUT

HELPER SKILLS CHECKLIST

The helper is to use the Model for Life Space Analysis as the game plan for the counseling session. The helper's purpose is to counsel effectively in order to gather the information needed to complete the model. To do so, the helper is to explore with the helpee the relationship between his feelings and behavior; his behavior and the environment's reactions; and his perceptions of self and others based on environmental reactions.

During the counseling session, an observer records, in the appropriate space below, examples of the helper's ability to apply the following counseling skills.

Name of helper________________________________

Examples of Empathy (2s, 3s, & 4s):

Examples of Respectful Questioning:

Examples of "I Messages" (Disclosure, Immediacy, Confrontation):

Separating Content & Feeling:

Using Checkpoint Summaries:

Attempt at Resolution Counseling:

Comments on Application of the Model for LSA in Counseling:

Other:

PARTICIPANT HANDOUT

WORKING TOWARDS RESOLUTION: PRACTICE SITUATION #1

Mike is a bright eleventh grade student. He has a history of good school achievement and did well in the fall-winter term of the current year. Recently his work has been falling off. The past month he has been cutting classes, clowning around in class, not turning in assignments regularly, and resisting teacher efforts to improve his performance. In particular, he has been in repeated trouble this week in his social studies class. Mr. Arrow has had to reprimand him on several occasions, and twice asked Mike to leave for being disruptive (e.g., shooting rubber bands, wisecracking, playing practical jokes).

Assume that you are Mike's teacher-advisor and that you have time to counsel him regarding this situation.

PARTICIPANT HANDOUT

WORKING TOWARDS RESOLUTION: ALTERNATIVE STRATEGIES FOR PRACTICE SITUATION #1 - MIKE

A. Focusing on Mike's Perception of Self or Mr. Arrow

Focus for Resolution	Evidence of Resolution
(a) Frustration or upset on part of Mr. Arrow does not mean rejection or dislike of Mike.	(a) Mike can take criticism or Mr. Arrow's impatience in stride; not needing to "get back"; not clowning, deliberately disrupting or insulting.
(b) Increasing Mike's tolerance/acceptance of Mr. Arrow's limitations, e.g., Mr. Arrow expects high levels of attention; Mr. Arrow defines his responsibility as giving a lot of information.	(b) Mike gives respectful "I Messages" about own learning style; gives positive feedback, appreciation for Mr. Arrow's genuine efforts.

B. Focusing on How Mike Expresses Feelings or Perceptions Through His Behavior

Focus for Resolution	Evidence of Resolution
(a) When Mike feels bored he begins to clown, act-up, disrupt others.	(a) Mike uses or requests socially acceptable outlets, e.g., breaktime, doodling, drawing cartoons, taking notes, writing letters, assisting teacher.
(b) When Mike feels put down he becomes angry and resentful, and then tries to get back by upsetting Mr. Arrow - by being openly disrespectful or refusing to work.	(b) Mike channels his anger into respectful "I Messages" (e.g., "I really get upset when you cut me down" - sending these "I Messages" in private talks with Mr. Arrow, after requesting to speak with him; Mike releases his anger through drain-off with peers, counselor, parents or others outside of class (i.e., channels anger into acceptable verbal outlets); Mike channels angry energy into productive work intending to disprove Mr. Arrow's put-downs.

C. Focusing on the Consequences of Mike's Behavior

Focus for Resolution	Evidence of Resolution
(a) Mr. Arrow becomes annoyed, frustrated and ready to reprimand Mike when he clowns around.	(a) Mike reduces amount of clowning; Mike asks relevant questions; Mike makes helpful comments.
(b) Mike's refusal to work results in poor grades, parent upset and withdrawal of privileges (e.g., loss of car), negative feedback from Mr. Arrow.	(b) Mike increases positive participation in class (after conference with Mr. Arrow on ways to do this); Mike suggests alternative tasks; Mike seeks help from Mr. Arrow on setting short-term tasks and developing study-planning skills; Mike completes more work.
(c) Mr. Arrow (and many others) become hostile toward Mike when he is obviously hostile toward Mr. Arrow.	(c) Mike exercises restraint, curbs impulses to insult or cut down Mr. Arrow; Mike uses substitute expressions of hostility (e.g., private cussing, private messages).

PARTICIPANT HANDOUT

WORKING TOWARDS RESOLUTION: PRACTICE SITUATION #2, CLARENCE

Clarence is a 6th grader who is constantly walking out of class and roaming the halls. He is often without homework and rarely follows through on commitments. When he is confronted by a teacher he always has an excuse for his actions. He has few friends, his peers feel they can't trust him, and they ignore him. He is always bragging about things he has done, but always finds reasons not to have to back up what he has said.

Clarence feels that people don't like him or care about him. He has poor social skills in that he really does not know what to talk about with peers. When they ignore him he feels rejected and lonely. He feels his parents and teachers are always spying on him and badgering him. He gets angry when confronted by adults in an accusing manner and retaliates by verbally putting them down and embarrassing them in front of other children. He is often found in the hall without a pass. This has caused teachers to constantly question him whenever they see him for fear he is not where he should be. His parents are reluctant to let him go places after school because he frequently goes without notifying them. He has had a lot of trouble this week. He was found in the hall three times without a pass; had no homework twice; and verbally abused a teacher for asking him why he was late to class. The latter incident is why he was sent to you.

PARTICIPANT HANDOUT

WORKING TOWARDS RESOLUTION: COMPETENCY CHECK
(OBJECTIVE 2.5)

Situation

Harold is a tall, outgoing 9th grader of slightly above average intelligence. His motivation to succeed is very keen, and he tries hard to get high grades and to keep up with the brighter students. He typically asks and answers a lot of questions, to the point of becoming a nuisance to peers and teachers, and it is clear that his responses are often shallow or irrelevant.

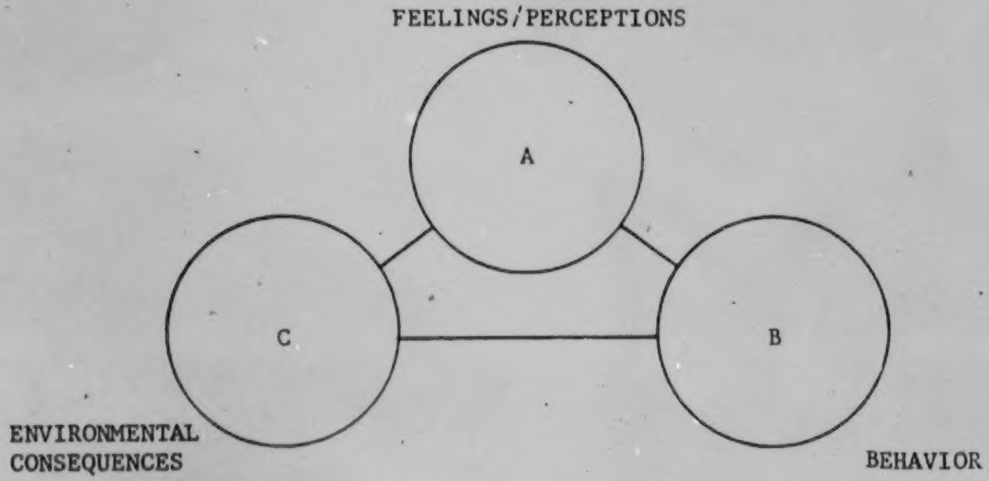
He is friendly and caring about others, and is active in social and athletic functions. If anything he is inclined to take on too much and to become overinvolved in things. For example, he enjoys partying and playing ball with one crowd, and also strives to identify with a more studious, intellectual group.

A major problem area as far as teachers are concerned is Harold's persistent cheating and plagiarizing. He gets very uptight for tests and frequently tries to copy answers from others. On papers or projects, he often uses the work of others (peers or experts) without citing this fact. Several teachers have spoken to Harold about this behavior, and a number of friends have resisted letting him take their work. Yet Harold continues to cheat, in one way or another, trying to be more imaginative in his methods to avoid being caught.

At this point, his continued cheating is beginning to jeopardize relationships with some peers and most teachers, and is leading to adverse character evaluations and grading penalties.

Criterion Task

PART 1. ANALYSIS. Fill in the model for life space analysis based on the above information.



PART 2. RESOLUTION STRATEGY

Imagine that you were now able to focus on a resolution strategy with Harold. What would you attempt to point out or do if you were:

A. Focusing on his perception of self or others toward him.

B. Focusing on how he expresses his feelings or perceptions through his behavior.

C. Focusing on the consequences of his behavior, in terms of peer or teacher reactions.

PART 3. EVIDENCE OF RESOLUTION

For two of the three areas in part 2, indicate at least one clearcut example of evidence of resolution in that area.

For (Circle: A B C):

For (Circle: A B C):

Assessment Task(s) / Criteria

2.4.(a) The participant will demonstrate the use of counseling, following the LSA model by making a tape of a simulation counseling session.

Assessment Activity: Pair off and conduct a taped counseling session using counseling skills (respect, empathy, checkpoint summaries, and "I Messages") following the LSA model.

Note to the Instructor: Use the "Helper Skill Analysis Checklist," p. 184 to evaluate the tape and provide specific feedback to participants concerning their tapes.

(b) The participant will prepare a life space analysis, in writing, based on a simulation counseling session.

Assessment Activity: After completing the taped session, fill out an LSA worksheet summarizing what the helper has found out about helpee in relation to his feelings → behavior → reaction of environment → perceptions of self and others.

2.5. The participant will demonstrate knowledge of strategies for promoting effective resolutions of helpee problems.

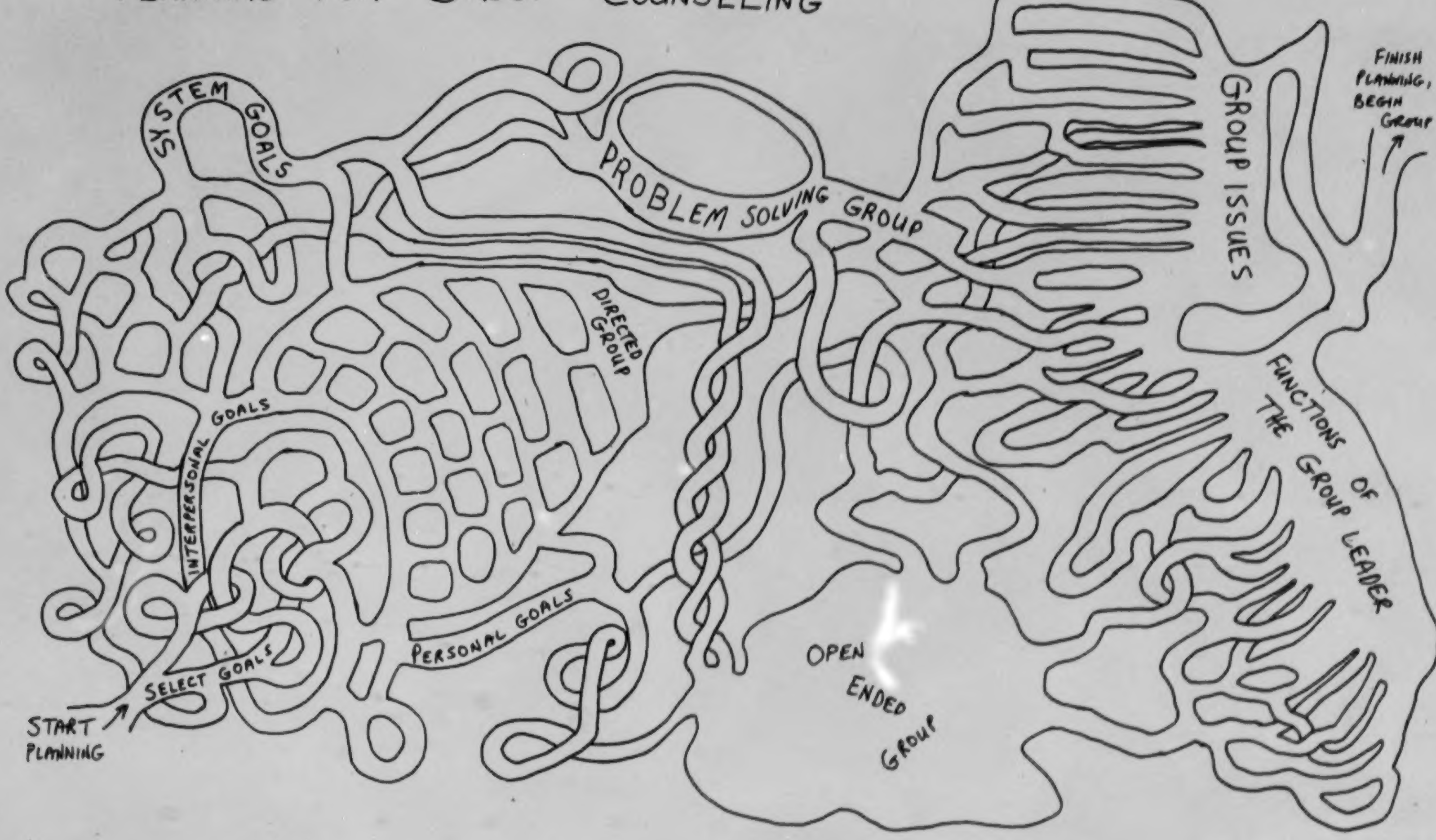
Assessment Activity: Given a written case description, complete parts 1, 2, and 3 of the LSA model with key information.

Supplemental Resources

Peterson, James. "Goals in Counseling," "The Counselor and Values: Where Do We Go From Here," from Counseling and Values. Scranton, Pa.: International Textbook Co., 1970, pp. 89-121, 231-238.

Raths, L., Harmin, M., and Simon, S. "Values of Valuing," and "The Clarifying Response." Values and Teaching: Working with Values in the Classroom. Columbus, Ohio: Merrill, 1967, pp. 73-75.

PLANNING FOR GROUP COUNSELING


START PLANNING
SELECT GOALS
INTERPERSONAL GOALS
PERSONAL GOALS
SYSTEM GOALS
DIRECTED GROUP
PROBLEM SOLVING GROUP
OPEN ENDED GROUP
GROUP ISSUES
FUNCTIONS OF THE GROUP LEADER
FINISH PLANNING, BEGIN GROUP

MODULE 6

TITLE

Planning for Group Counseling

DURATION 3 sessions (9 hours)

COMPONENTS

1. Overview of Module
2. Objectives (course and workshop)
   a) Instructor
   b) Participant
3. Instructional Unit Guide
4. Basic Instructional Materials
   a) Instructor
   b) Participant
5. Assessment Task(s)/Criteria (course and workshop)
6. Supplemental Resources

KEY TO INSTRUCTIONAL CODE

⊙ Fishbowl

□ Instructor presentation

↕ Interaction between participants and instructor

✕ Large group discussion

∞ Small group work

⊛ Sharing small group work with whole group

• Individual work

: Participant pairs work together

□↓ Feedback to instructors

↓○ Feedback to class

◇ Audiovisual presentation

↻ Whole group rounds

•→∞ Individual work shared in small group

•→○ Individual work shared in large group

├─┤ Suggested break

Overview of Module

6 MODULE

Up to this point, the emphasis of the Individual and Group Counseling manual has been on communication skills for working with individual problems. This module attempts to demonstrate how these same skills can be applied to group situations. The point of view taken is that while the same skills can be applied to group settings, there are additional factors such as group composition and goals and leader functions which complicate outcomes.

In this module, the instructor begins by demonstrating how individual and group counseling are alike and different. Some background information is then provided for participants. The instructor then explains three basic types of groups - directed, open-ended, and problem solving. Leader functions are also discussed in relation to these three types. The instructor, with assistance of participants, will demonstrate and compare the three types of groups. Finally, the instructor will explain how to plan for a group counseling session. Participants then practice how to plan and carry out their plans in a simulated group session.

The culminating activity is an in-class competency check which involves planning to lead a specified target group. Participants are asked to develop goals, short-term objectives, and behavior criteria for estimating progress, as well as strategies and leader functions to achieve the goals.

MODULE 6

Objectives

INSTRUCTOR

Instructor will demonstrate how individual counseling compares with group counseling.

Instructor will provide background information on group counseling.

Instructor will explain the three basic types of groups and leader functions as related to them.

Instructor will demonstrate the various types of groups.

Instructor will provide a comparison of the various group counseling formats.

Instructor will explain how to plan for a group counseling session.

Instructor will demonstrate how to plan for a group.

Instructor will facilitate small group planning for a group.

Instructor will explain the competency check.

PARTICIPANT

Objective 3.1. Participant will demonstrate ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.

Task 3.1.(a) The participant will state explicit affective goals and objective related to personal, interpersonal, and system levels of transaction in an educational setting.

Task 3.1.(b) The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

Objective 3.2. Participant will demonstrate ability to select and develop strategies for achieving affective objectives in groups.

Task 3.2.(a) The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.

Task 3.2.(b) The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

Objective 3.3. Participant will demonstrate knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.

Task 3.3. The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

Instructional Unit Guide

Planning for Group Counseling

MODULE 6

(Deal with class or group issues prior to unit instruction.)

Objective 3.1. The participant will demonstrate ability to formulate humanistic (affective) educational goals and objectives for groups of students and staff.

Objective 3.2. The participant will demonstrate ability to select and develop strategies for achieving affective objectives in groups.

Objective 3.3. The participant will demonstrate knowledge of and ability to select a variety of leader functions appropriate to the objectives for and needs of the group.

Assessment Task(s)/Criteria:

3.1. (a) The participant will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.

(b) The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

3.2. (a) The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.

(b) The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

3.3. The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
10"	☐	1. Individual Counseling vs. Group Counseling a) Review the skills we have been working on so far in individual counseling: - definition and examples of respect - definition and example of empathy - identifying levels of ownership of feelings - example of "I Messages" - checkpoint summaries b) All of these skills we have been developing are used in group counseling.	
45"	⊙	2. Comparing an Individual Counseling Session with a Group Counseling Session a) Individual Counseling - The instructor will role play an individual counseling session with one of the participants as a helpee. Using "Individual vs. Group Counseling Observer Forms (A, B and C)", pp. 216, 218, 220, the remainder of the class will be divided into three observer groups. Group A will observe the helper for evidence of respect, empathy, and "I Messages," as indicated on Observer Form A. Group B will observe the helpee for his level of involvement during an individual counseling session. This will include the amount of times the helpee responds and the kinds of nonverbal expressions of interest, satisfaction, etc. that occur (using Observer Form B).	Participant Handout: ● Individual vs. Group Counseling - Observer Form A, p. 216 - Observer Form B, p. 218 - Observer Form C, p. 220

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		Group C will observe the helpee to determine the extent to which the helper influences what happens and what the helpee is influenced by (using Observer Form C). b) Group Counseling - With the instructor as group leader, the class will role play an open-ended or emerging group counseling session. The person who played the helper in the individual counseling session must be a member of the group. There should be six to ten members in the group, not all from any one observer group. Using part two of participant handout, "Individual vs. Group Counseling": Observer Forms (A, B and C) , pp. 216, 218, 220, class participants are to observe helpee and helper behavior in the group the same way they did for the individual counseling session. Group A will note evidence of helper respect, empathy and use of "I Messages"; Group B will note helpee level of involvement; and Group C will note examples of ways in which the helpee influences and is influenced by the group and leader. NOTE TO INSTRUCTOR: The helpee from the individual counseling session will be joining the group with the same issue he/she had in the individual counseling session. The group leader will be showing how an individual's personal needs may not be met as fully in a group session as in an individual counseling	Participant Handout: ● Individual vs. Group Counseling - Observer Forms (A, B and C), p. 216 p. 218 p. 220

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		session. Often one person's specific problem has to be generalized to include the other group members. The group leader should be using empathy, respect, "I Messages", and checkpoint summaries in the group session. The issue the group focusses on will most likely have little or nothing to do with the helpee's problem. The group leader should try to demonstrate leader functions 1, 4, 6, 7, 9, 11, 12, 15 (as explained in participant handout, "Functions of Group Leader," p. 225, as these leader functions are often characteristic of a leader of an open-ended group. Others may be demonstrated as well.	
30"	⊗	3. Comparison of Individual and Group Counseling Simulations a) Put the following chart on the blackboard as a means of synthesizing the observer information:	

	Individual Counseling	Group Counseling
Observer Group A (helper)		
Observer Group B (helpee)		
Observer Group C (helpee)		

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		b) The following comparisons should become evident: Group A - The helper displayed empathy, respect, and "I Messages" in both sessions. Group B - The helpee's level of involvement was greater in the individual session than the group. There was less responding by the helpee in the group as there were more people to compete with. Group C - The helpee's responses influenced the helper and vise versa in the individual session. Since there were more people in the group session and some who were more dominant, the helpee's influence was limited. Also, the helpee was influenced less by the helper and more by group members. Distribute handouts for additional background information.	Participant Handouts: ● Individual and Group Counseling, p. 222 ● Issues Regarding Working with Groups, p. 224
15"	├─┤	(Suggested Break)	
10"	□	4. Mini-Presentation on Group Formats and Outcomes a) There are three group formats we will examine: (1) Open-ended or emerging group where the members initiate the content. (This was demonstrated earlier and used to compare Individual and Group Counseling.)	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		(2) Problem solving group where a member or the leader brings to the group a real problem or concern. (3) Directed group where the leader has a task or activity for the group to do. b) The outcome of a group counseling session is a function of: (1) leader functions (2) goal(s) established for the group (3) the format or activities used (4) the nature of the group members	
15"	✕	5. Functions of a Group Leader a) Different group formats require behavior on the part of the leader. The participants are to read through the handout, "Functions of a Group Leader" to get a feel for the variety of leader functions and behavior possible. b) Leader Functions and the Open-Ended Group observed in class - Ask the class to think back to the open-ended group session demonstrated earlier and to record, from the handout, "Functions of a Group Leader," which leader functions they observed (they need only note the numbers.) Go down the list one by one to see how many people saw each of the leader functions. You should end up with a consensus list of leader functions most displayed. You should then let the group know that you were trying to display 4, 6, 7, 9, 11, 12, and 15, which are leader	Participant Handout: ● Functions of a Group Leader, p. 225

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		functions which facilitate an open-ended group format. (See "Functions of a Group Leader," p. 225)	
55"	⊙ ⊗	6. Demonstration of Alternative Group Formats and Appropriate Leader Functions - The participants will experience the problem solving and directed group formats. Observers are to note leader functions and characteristics of the group format. Prior to leading the group, the instructor, as group leader, is to record which leader functions he will try to display, but not let the class know which ones they are.	
		a) Problem Solving Group - The following leader functions should be displayed: 1, 2, 4, 6, 11, 12, 15, and 17. (See "Functions of a Group Leader," p. 225) Some illustrative problems which require group solutions are: (1) How can we find time to counsel kids? (2) How do we deal with people who will not risk in a counseling class? (3) How do we deal with the problem of discipline in our schools? (4) What are the ways to help increase communication in this group? (5) Given a child and some background information, what would be the focus of your counseling? (6) How would you improve the course?	Participant Handout: ● Worksheet for Comparing Group Counseling Formats, p. 227

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		Observers are to use the handout, "Worksheet for Comparing Group Counseling Format," p. 227 , to analyze the problem solving group. After the group format has been demonstrated, observers and group members share their observation of leader functions and characteristics of the group. b) Directed Group - Leader functions recommended are 1, 2, 5, 8, 15, 16, 17. Possible directed activities are: (1) Show a film strip and have specific questions to answer. (2) Have group work on a project or task. (3) Identify an area to discuss or debate that is somewhat removed from the participants, e.g., does our nation do enough for the arts? (4) Formal activity such as the "Murder Mystery Game." Observers are to use handout, "Worksheet for Comparing Group Counseling Formats," p. 227, to analyze the Directed Group format and Leader Functions. After demonstrating this format, group members and observers share their reactions and list of leader functions.	Participant Handout: ● Functions of a Group Leader, p. 225 Participant Handout: ● Murder Mystery Game, p. 228 (End Session #1)
45"		7. Comparing Group Counseling Formats Demonstrated in Class a) On the board, record participants' observations and analysis of the	

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS

characteristics of the three group formats; open-ended (OE); problem solving (PS); and directed (D). The following characteristics may emerge:

(1) open-ended	directed	problem solving
a. group sets the priority and initiates content.	a. leader identifies priority by selecting topic; group may later select topic/activity.	a. leader of group identifies problem to work on.
b. high ownership or valuing of group time by the members if relevant discussion emerges.	b. moves from low to higher valuing of group time by members.	b. moderate to high valuing of time by members.

(2) The leader functions emphasized were:

OE	D	PS
4, 6, 7, 9, 11, 12, 15	1, 2, 5, 8, 15, 16, 17	1, 2, 4, 6, 11, 12, 15, 17

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS

The choice of leader functions will vary with the leader, the group, the activity, and/or the format.

(3) The three group formats can also be looked at in terms of:
- Responsibility for maintenance of the group;
- Purpose or goal of the group;
- Leader functions chosen; and
- Activities used with each group

Based on participants' observations of the three group formats demonstrated, the following relationships should be evident:

Responsibility: leader ←D PS OE→ member

Responsibility for group maintenance is greater for the leader in a directed group, and greater for the members in an open-ended group.

Goal: clear ←D PS OE→ unclear

Goal is clear in a directed group and unclear (initially) in an open-ended group.

Leader Functions: directive ←D PS OE→ non-directive

Leader functions are more directive in a directed group and non-directive in an open-ended group.

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		Activities: planned ◄ D PS OE ► spontaneous Activities are preplanned in a directed group and spontaneous in an open-ended group.	
20"	□	8. Mini-presentation: Planning for a Group Counseling Session - Instructor begins as follows: The outcome of a group counseling session may depend on any of the following: a) The goal for the group b) The nature of the group and its members c) The format chosen d) The leader functions When planning for a group, one should first consider the nature of the group and characteristics of the group members. Why are the members there? What do they have in common? What is the makeup of the group? Do they know each other? The answers to these questions should aid in establishing some goals for the group. The characteristics of the group facilitate goal setting in either of three areas: Personal, Interpersonal, System (refer to Instructor Guide, "Establishing Group Goals at Personal, Interpersonal and System Levels of Transaction," p. 213, and Participant Handout, "Humanistic Goals Related to Personal, Interpersonal and System Levels of Transaction," p. 230).	Instructor Guide: ● Establishing Group Goals at Personal, Interpersonal and System Levels of Transaction, p. 213 Participant Handout: ● Humanistic Goals Related to Personal, Interpersonal and System Levels of Transaction, p. 230
45"	↕	9. A Plan for a Group Counseling Session a) Put the target group on the board (Elma, Gertie, etc.). Have the group identify	Instructor Guide: ● Planning for a Group Counseling Session, p. 214

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		goals at each of the three levels for this group (see instructor guide for examples.) Once a primary goal is agreed upon, have them choose a format and an activity to use with the group. Finally, have the class select the leader functions they feel will be necessary for this group, given the format and activity selected. b) Emphasize that there is no right or wrong in choosing the goal, the activity, or the format. However, a clear rationale is important.	
15"	⊢—⊣	(Suggested Break)	
50"	○○ ○○	10. Small Group Work on Group Planning - Break into groups of eight. a) On newsprint, each group is to identify a target group by age, sex, grade level, characteristics and problems similar to the one presented on the board (e.g., Elma, Gertie). b) The group is then to pick one of the three major goals for this target group (system, interpersonal, personal). Then they are to identify a sub-goal or objective related to the major goal. c) Select a group format and leader functions applicable to the target group. Pick two people to lead this target group. Pass only the target group (not the goals or activities) to the next group to study. They will play the roles identified in	Newsprint, markers

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
		the target group while the two identified leaders conduct the group according to the format and leader functions selected. The actual role play will be conducted next session. Selected leaders should be encouraged to review resource material for choosing effective group activities. Possible Target Groups: (1) Fifth grade boys and girls; turned off about school, poor achievers; ready to run away from home; in trouble with teachers and administrators; last ditch effort to improve their attitude and behavior in school. Your role is to facilitate more positive relations to school. (2) Staff members of grade or department; appraising views on dealing with students, e.g., strict academic vs. student involvement, social/emotional/open learning (high control vs. low control); members don't respect each other; clique exists; poor listening and sharing at meetings; your role is to facilitate working together - you are a team or department leader - issue might be expenditure of budget for the department.	(End Session #2)

TIME	CODE	CONTENT AND LEARNING ACTIVITIES	BASIC INSTRUCTIONAL MATERIALS
5"	☐	11. Session Feedback	Participant Handout: ● Feedback Form, p. 21
85"	∞	12. Role Play of Target Groups a) After the target group is passed on to the other group, the class will get together in the large room. If there were three groups, members of Group A will role play the target group planned out by Group C, with two members of Group C leading the group. Group B role plays Group A's target group and Group C role plays Group B's target group. The two co-leaders may need time at the outset, to agree on their plan for the group meeting. b) The rest of the class will observe and record leader functions, group dynamics and characteristics as each group takes its turn.	
15"	├─┤	(Suggested Break)	
75"	●	13. Competency Check: (Assessment Activity) - Distribute competency check for group planning and examples of written competency check done by previous class members.	Participant Handouts: ● Group Planning Exercise (Competency Check), p. 231 ● Example of a Group Planning Exercise A, p. 232 ● Example of a Group Planning Exercise B, p. 233
5"	☐	14. Feedback on unit instruction (written by participants)	Participant Handout: ● Feedback Form, p. 21

Basic Instructional Materials

6 MODULE

INSTRUCTOR GUIDES

Establishing Group Goals at Personal, Interpersonal, and System Levels, p. 213

Planning for a Group Counseling Session, p. 214

PARTICIPANT HANDOUTS

Individual vs. Group Counseling Observer Form A (Helper Behavior), p. 216

Individual vs. Group Counseling Observer Form B (Helpee Level of Involvement), p. 218

Individual vs. Group Counseling Observer Form C (Helpee Influence Behavior), p. 220

Article: Individual and Group Counseling, p. 222

Issues Regarding Working with Groups, p. 224

Functions of a Group Leader, p. 225

Worksheet for Comparing Group Counseling Formats, p. 227

Murder Mystery Game, p. 228

Humanistic Goals Related to Personal, Interpersonal, and System Levels of Transaction, p. 230

Newsprint and markers*

Group Planning Exercise (Competency Check), p. 231

Example of a Group Planning Exercise A (Interpersonal Level of Transaction), p. 232

Example of a Group Planning Exercise B (System Level of Transaction), p. 233

ESTABLISHING GROUP GOALS AT PERSONAL, INTERPERSONAL, AND SYSTEM LEVELS

A. System Goals:

Suppose you have a group of kids who are stealing from the school and destroying school property. In addition, all of these kids are low achievers, poor, and from broken homes. In general, they blame the school and teachers for everything, and they have a low ownership level. Given that they are together because of their stealing and vandalism and that they see the school as the basis for their problems, the main Goal for the group might very well be at the system level; focusing on member(s) thoughts and feelings about the school and school representatives and/or changing their perception of how the school regards them. A sub-goal to begin with might be to increase belief that the school cares about them.

B. Interpersonal Goals:

Suppose you have a group of people who work together. Nothing seems to get done, people are back stabbing one another, fighting each other, not coming to meetings, etc. An initial goal for this group might very well be at the interpersonal level focussing on changing members thoughts and feelings toward one another and/or changing members perceptions of how others regard him/her. A sub-goal to begin with might be to improve acceptance and tolerance for differences with each other, perhaps by calling a truce long enough to hear what someone else is trying to say.

C. Personal Goals:

Whether we are working at the system level or interpersonal level, we hope each individual benefits from the group session. Goals at the personal level are designed to change a member's thoughts and feelings about self and/or maintaining or increasing an individual's control over his own behavior. Personal goals are directed toward specific individuals.

Goals at a system level are the least threatening to group members. They focus on a force or body outside ourselves. When a group is composed of members with low ownership, it is generally easier for them to focus on how "the system" is treating them unfairly and what a rotten world we live in, rather than to talk about how the person himself is failing. Consequently, it is more difficult to focus on personal goals such as ability to accept frustration or ability to express feelings. Personal goals put the individual in the center and expose him/her to other members of the group. This does not mean that we avoid personal goals. Rather, it means that we can first begin a group with system and/or interpersonal goals and then move into personal areas as members become more secure. With our group of vandals and low achievers we could move from a system goal of increasing belief that the system cares, to a personal goal of improving ability to cope with frustration when, as an individual, you see the system doesn't care. This can be part of one session. Start with the least threatening and move gradually to what might be more threatening.

INSTRUCTOR GUIDE

PLANNING FOR A GROUP COUNSELING SESSION

I. Target Group - 10th graders, all females

1. Elma - mouthy, jive & "streetwise", passive, follower
2. Gertie - hyperactive, socially oriented, loud, inattentive, cuts a lot, leader
3. Rosie - jock, only comes to class to pass so won't be kicked off team, quiet, bored, doesn't participate, (plays in roller derby)
4. Mary - pregnant, quiet, does work - conscientious, high absenteeism
5. Sophie - fat, sloppy, braces, acne, smells & bad breath, seeks adult approval
6. Wanda - "Shirley Temple" (goody two-shoes), passive-aggressive, drops out - fantasizing about being a powerful movie celebrity
7. Flossie (the Floozy) - (you're on your own).

II. Goal

Personal	Interpersonal	System
1. Improve ability to express feelings & thoughts appropriately.	1. Improve awareness of group members toward one another.	1. Following democratic procedure (increase involvement).
2. Ability to see oneself as others see you.	2. Improve ability to be specific with each other.	2. Increase student's legitimate power to influence system.
		3. Promote student awareness that school agent(s) cares about them.

III. Format

Structured to problem solving.

IV. Activity - Selection of candidate for Homecoming Queen

Procedure:

1. Each candidate (student) must give "campaign" speech (1 minute) for girls on her right.

2. After speeches, each individual has opportunity to make one statement on own behalf.

3. Vote by raising of hands.

V. Leader Functions - 1, 2, 4 (a, e, f (dealing w/interruptions), g), 5, 8, 9, 15, 17 from participant handout, "Functions of a Group Leader," p. 225

PARTICIPANT HANDOUT

INDIVIDUAL VS. GROUP COUNSELING: OBSERVER FORM A (HELPER BEHAVIOR)

Part 1. Individual Counseling Simulation

Please attend specifically to the helper's behavior. Take note of helper's level of respect (attending, involvement and clarification questions) and empathy (mirroring or enriching content and feeling expressed by helpee). Also, observe for use of "I Messages" (disclosure, immediacy, confrontation).

Respect	Empathy	"I Messages"

Additional Comments/Impressions:

Part 2. Group Counseling Simulation

Again, attend specifically to the helper's behavior, in relation to the group and to the same individual. Note the same dimensions as in Part 1, Form A.

Respect	Empathy	"I Messages"
Towards Individual		
Towards Group		

Additional Comments/Impressions:

PARTICIPANT HANDOUT

INDIVIDUAL VS. GROUP COUNSELING: OBSERVER FORM B
(HELPEE LEVEL OF INVOLVEMENT)

Part 1. Individual Counseling Simulation

Please attend specifically to the helpee's level of involvement during the simulation. Take note of such things as amount of responding or initiating; nonverbal expressions of interest-disinterest, satisfaction-dissatisfaction, etc.

Amount of Responding	Non-Verbal Expressions

Additional Comments/Impressions:

Part 2. Group Counseling Simulation

Again, attend specifically to the helpee's behavior. Note the same dimensions as in Part 1, Form B.

Amount of Responding	Non-Verbal Expressions

Additional Comments/Impressions:

PARTICIPANT HANDOUT

INDIVIDUAL VS. GROUP COUNSELING: OBSERVER FORM C
(HELPEE INFLUENCE BEHAVIOR)

Part 1. Individual Counseling Simulation

Please attend specifically to the helpee's influence behavior in terms of (a) the extent to which the helpee's responses influence what happens, and, (b) who and what the helpee seems to be influenced by.

Helpee Influences	Helpee Influenced By

Additional Comments/Impressions:

Part 2. Group Counseling Simulation

Again, attend specifically to the helpee's influence behavior. Note the same dimensions as in Part 1, Form C.

Helpee Influences	Helpee Influenced By
(extent to which helpee influences direction of content or group activity)	(extent to which helpee is influenced by leader or group members)

Additional Comments/Impressions:

PARTICIPANT HANDOUT

ARTICLE:
INDIVIDUAL COUNSELING AND GROUP COUNSELING

From

"A Framework For Group Counseling" by Clarence Mahler, in: Theories and Methods of Group Counseling in the Schools. George Gazda (Ed.) Springfield, Ill. Charles Thomas, 1969. Pp. 86-118.

There has been a tendency among counselors to feel that group counseling is somehow in opposition to individual counseling, which, I hope I am making clear, is not true. Rather, we should assess the similarities and the differences between the two processes and see which areas are best handled by individual counseling, and in which areas group counseling seems to be the method indicated. Some of these areas can be easily identified, but much research is needed in order to determine the validity and ramifications of our clinical impressions. Until such research is carried out, we must utilize the clinical judgment of experienced counselors.

In the following areas, individual counseling appears to be the method indicated:

1. Solving a crisis problem that is very complicated, both as to causes and possible solutions.
2. When confidentiality is highly essential to protect the client and others.
3. Working through the meaning of test results in terms of one's self-concept. Individual tests can be utilized in groups, but they serve a limited purpose.
4. When fear of talking in a group is so great that the person does not seem to be able to get started in a group.
5. When an individual is grossly ineffective in relating to his peers and sets off such a strong immediate reaction that the group is more likely to be rejecting than accepting.
6. When a person's awareness and understanding of his own feelings, motivations, and patterns of behavior are very limited or so complicated that he feels lost and unable to share in a group.
7. Presents a social behavior, particularly of a deviate nature.
8. When one's need for attention and recognition is too extreme to be managed in the group situation.

I do not wish to imply that these areas, problems, and situations should never come up in a group. Our main concern is to help the beginning counselor clarify his thinking about individual and group counseling, and to enable him to develop a frame of reference that will let him switch back and forth between the two processes according to the needs of his students or clients. Some counselors who are good in individual counseling find it difficult to be as proficient in group counseling, but it seems unlikely that the reverse would be true.

The primary value of group counseling seems to be in the following areas:

1. Learning to better understand a variety of other people, and finding out how others see things.
2. Learning a deeper respect for other people, particularly those who are different in many ways from oneself.
3. An opportunity to gain greater social skills in talking and relating to peers.
4. Learning to share with other people, especially an opportunity to gain a deeper sense of belonging from participation in a group in which one is a respected and accepted member.
5. A chance to talk about concerns, problems, values, and ideas with others who are facing similar situations.
6. Getting several people's reactions to one's problems and concerns.
7. Finding support from a group of peers, which is often of greater value to a student than support from an interested adult.
8. An opportunity for each person to spend more time with a counselor.
9. An opportunity to get involved rather slowly in the counseling process and to withdraw partially if a discussion becomes too threatening.
10. The counselor also has a chance to see clients in a broader and more active social setting than individual sessions provide.

The wide area of self-learning provided by a group counseling setting is often extremely beneficial to people and helps them particularly with the socialization process. One of the real values of group counseling over other types of group activity is the element of "controlled intimacy:" the group counselor helps each person share more deeply with others, but the initiation does not have to come from the individual, as it does in the development of friendships. The members of a group are helped to learn more about each other and yet are not obligated to continue the friendship pattern after or beyond the group sessions. A sorority or fraternity provides opportunities for social learning, but the pressures for conformity and loyalty are different from the group counseling experiences; also it is possible to belong to social groups, such as fraternities, and yet never get to know other people very deeply.

Some of the areas in which individual and group counseling have more or less equal value are:

1. An opportunity to be accepted as a worthwhile individual.
2. Being responsible for one's own behavior.
3. Deepening the understanding one has of human behavior.
4. Being able to explore wider variations of one's emotional life and gaining greater confidence in the control of one's emotions.
5. Greater self-confidence and trust in one's own perceptions.
6. Gaining strength to be an individual in one's own right.
7. Examining one's interests and values and moving toward integrating them into a life plan.

It is evident that the major potentialities deriving from counseling are common in both individual and group counseling. By determining the purposes and needs of an individual requesting help and by designing the group counseling program to meet specific purposes, the counselor can provide valuable opportunities for members to learn and grow and live more effective lives.

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PARTICIPANT HANDOUT

ISSUES REGARDING WORKING WITH GROUPS

Issues	Resource Material (From Participant Handout, "List of Resource Readings", p.)
1. Voluntary vs. compulsory groups: Sr. High level	Reading #20 (pp. 100-101)
2. How to maintain goal direction over long period	Reading #22 (pp. 111-121)
3. Use of activities for group	Readings #9, 16, 23, 6, 28
4. Leadership role and function	Readings #27, 12, 9 (pp. 73-75)
5. Group size	Readings #12 (pp. 8-9), 20 (p. 98)
6. Procedures; Rules	Readings #12 (pp. 6-45, 83-89), 20 (pp. 97-101)
7. Different kinds of groups	Readings #12 (pp. 120-160), 28 (pp. 60-72)
8. Make-up of group	Reading #12 (pp. 9-12)
9. Reluctant members: withdrawn, physically handicapped	Readings #12 (pp. 47-58), 30
10. Disruptive members	Reading #12 (pp. 60-62, 138-142)
11. Dominant members: manipulative, passive-aggressive	Reading #12 (pp. 127-131)
12. Dealing with group, and behavior that comes up immediately	Readings #12 (pp. 179-191), 19
13. When to form groups vs. individual approach	Reading #20 (pp. 92-95)
14. Physical setting	Reading #12 (pp. 13-15)

PARTICIPANT HANDOUT

FUNCTIONS OF GROUP LEADER

1. Establishes rules, limits, and expectations through direct statements and actions, e.g., listening to each other, coming to group on time, respect for differences.

2. Reminds group of ground rules when necessary.

3. Helps group develop own ground rules.

4. Creates an accepting climate, by doing such things as:

    (a) not disapproving, disagreeing or judging
    (b) summarizing or restating member's comments or responses
    (c) reinforcing, building from or referring to member's responses
    (d) initiating statements of welcomes and appreciation
    (e) providing direct eye-to-eye contact with members
    (f) ignoring interruptions or distractions to stay with member speaking, or dealing with interruptions or distractions to promote respectful listening
    (g) acknowledging member's feelings and concerns.

5. Establishes purposes, goals, or objectives or group experience (short & long term).

6. Helps group develop own purposes, goals, and objectives.

7. Facilitates clear expression and awareness of feelings and thoughts, by doing such things as:

    (a) checking back with member on meaning of response
    (b) encouraging "I" statements
    (c) Indicating appreciation for member's risking clear, personal statements
    (d) sharing own thoughts, feelings, and observations in unthreatening manner
    (e) providing opportunities for creative activity.

8. Shapes or guides behavior toward desirable group norms, goals, and objectives, including selecting behavior to which to respond, and refocussing group toward goals.

9. Models desirable group behavior, e.g., tolerance for others' views, being on time, owning up to mistakes.

10. Interprets or adds meaning to member responses.

11. Personalizing communications between self and group, e.g., sharing own reactions to situation, disclosing some of own feelings.

12. Waiting, delaying own responses, listening.

13. Displaying new behavior or stimulating alternative thoughts and behavior, e.g., introducing new roles to group, posing "stretch" questions.

14. Giving opinions and ideas.

15. Identifying, mediating, and resolving discrepancies between members of group, by doing such things as:

    (a) seeking different opinions or viewpoints
    (b) accepting different opinions and viewpoints
    (c) integrating, combining or offering compromises around different opinions and viewpoints
    (d) pointing out positives in members' concerns, viewpoints and relationships.

16. Identifying, mediating, and resolving discrepancies between self and group, by doing such things as:

    (a) "reading" own feelings in situation and deciding to disclose them to group or manage them within self
    (b) disclosing own feelings in situation, e.g., "I feel unsure what's going on - how come you're all so noisy today?"
    (c) identifying basis for discrepancy with group
    (d) promoting resolution by moving towards group needs, helping group accept own needs, or developing compromises
    (e) working through hidden issues or agendas.

17. Helps formalize decision-making and commitments to action, by doing such things as:

    (a) conducting procedures for voting, prioritizing, making choices
    (b) indicating group's decisions
    (c) indicating follow-up steps.

PARTICIPANT HANDOUT

WORKSHEET FOR COMPARING GROUP COUNSELING FORMATS

Group Format	Leader Functions	Characteristics of the Group Format
1. Open ended		
2. Structured		
3. Problem-Solving		

PARTICIPANT HANDOUT

MURDER MYSTERY GAME

Students are seated in a circle. The teacher gives the following explanation:

> Today we are going to play another game that will help improve your discussion skills. Each of the pieces of paper I am holding contains one clue that will help you solve a murder mystery. If you put all the facts together, you will be able to solve the mystery. You must find the murderer, the weapon, the time of the murder, the place of the murder, and the motive. Any time you think you know the answers and the group agrees on the guess, you may tell me. I will only tell you whether all five answers are right or wrong. If part of your answers are incorrect, I will not tell you which answers are wrong.
>
> You may organize yourselves in any way you like. You may not, however, pass your clues around or show them to anyone else, and you may not leave your seats to walk around the group. All sharing of clues and ideas must be done verbally.

After clarifying the rules, pass out the clues. If there are more than 27 students, make up extra clues or have some students share clues. Some students may be appointed to serve as observers and timekeepers. The observers can make suggestions about how the group could be better organized and work faster. The teacher may help the group to share its clues.

Following are the clues, all of which are needed to solve the mystery.

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.

Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.

Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.

Mr. Kelley's wife disappeared after the murder.

Police were unable to locate Mr. Scott after the murder.

When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.

The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.

Miss Smith often followed Mr. Kelley.

Mr. Jones had told Mr. Kelley that he was going to kill him.

Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.

Mr. Kelley's blood stains were found in Mr. Scott's car.

Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.

The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.

Only one bullet had been fired from Mr. Jones' gun.

When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.

A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.

The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.

Mr. Kelley had destroyed Mr. Jones' business stealing all his customers.

The elevator man saw Mr. Kelley's wife to Mr. Scott's apartment at 11:30 p.m.

The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.

Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.

Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.

The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:25 a.m.

The elevator man went off duty at 12:30 a.m.

It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.

ANSWER: After receiving a superficial gunshot wound from Mr. Jones, Mr. Kelley went to Mr. Scott's apartment where he was killed by Mr. Scott with a knife at 12:30 a.m. because Mr. Scott was in love with Mr. Kelley's wife.

PARTICIPANT HANDOUT

HUMANISTIC (AFFECTIVE) GOALS RELATED TO PERSONAL, INTERPERSONAL AND SYSTEM LEVELS OF TRANSACTION

A. Humanistic Goal - one which is designed to foster increased self-awareness, self-acceptance, and self-control (personal level), increased sense of appreciation and respect by and for others (interpersonal level), and increased sense of appreciation and respect by and for the organization of system involved (system level).

B. Group Goals Related to Levels of Transaction:

PERSONAL	INTERPERSONAL	SYSTEM
MAIN FOCUS - changing member(s) thoughts and feelings about self and/or maintaining or increasing an individual's control over own behavior.	MAIN FOCUS - changing member(s) thoughts and feelings towards peer and/or changing member(s) perception of how others regard him/her.	MAIN FOCUS - changing member(s) thoughts and feelings towards system or system representatives, and/or changing member(s) perception of how system regards him/her.
	SUB-GOALS (OBJECTIVES)	
- Improve self-confidence and esteem. - Improve ability to control own behavior. - Improve ability to express feelings, and thoughts appropriately. - Improve ability to complete tasks. - Improve ability to accept and tolerate frustration. - Improve ability to cope with difficulty. - Improve ability to seek and use alternatives.	- Improve respect for each other. - Improve empathy for each other. - Improve ability to be specific with each other. - Improve acceptance and tolerance for differences with each other (e.g., different feelings, viewpoints) - Increases member ability to handle and work through conflict. - Improve ability to develop friendships. - Improve ability to share original thoughts and feelings with each other.	- Improve trust towards system members. - Improve communications with system members. - Develop awareness of system functions, problems, needs. - Increase power to influence system. - Increase involvement in system decision making. - Increase acquaintanceship with system leaders.

PARTICIPANT HANDOUT

GROUP PLANNING EXERCISE (OBJECTIVES 3.1., 3.2., 3.3)
(COMPETENCY CHECK)

Target Group

You are the teacher-advisor for a group of six boys, ages 13-14. The boys do not yet function as a group, preferring to do their own things by themselves or in small cliques. Four of the boys are quite physically active, enjoying vigorous, release activities. The other two are inclined to be "loners", staying quietly to the side.

A typical teacher-advisor period might look as follows: Noah and Gabe are trying to play chess in one corner of the room. Zeke is setting in a corner reading a magazine, while Jonah is running in and out of doors, bumping Zeke as often as possible. Adam is listening to a record player near the front of the room. Cain is busy punching the dial-access buttons, trying to get something that's loud enough to drown out the record player which he doesn't like and which will upset Adam.

You as the teacher are trying to bring Jonah back to the room so that you can begin some purposeful group activity. Somehow, it seems that you are always working hard to keep the group together and never able to develop any total group-shared activity.

You realize that the boys are very limited in communication skills, distrustful of adults and each other, and uncomfortable exchanging meaningful thoughts or feelings. You believe that much of their disruptive behavior during the teacher-advisor period is a result of their discomfort in an ambiguous situation.

Group Planning Tasks

1. Identify one goal related to two of three levels of transaction (personal, interpersonal, system).
2. Formulate at least one specific, short-term objective for each of the two goals you identify for the target group.
3. For each objective formulated, identify at least one behavior criterion for evaluating progress towards the objective.
4. For each objective formulated, identify two specific strategies (tasks/activities) for promoting member(s) progress towards the objective.
5. For each objective formulated, develop one additional strategy (task/activity) which is original, i.e., designed by you. Indicate the original strategy with an asterisk.
6. Select one of your two goals and indicate which leader functions you would emphasize to promote attainment of your specific objective (limit yourself to 5 functions). Use reverse side of paper for this.

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PARTICIPANT HANDOUT

EXAMPLE OF A GROUP PLANNING EXERCISE A
(Interpersonal Level of Transaction)

GOAL: Improve acceptance and tolerance for differences with each other.

OBJECTIVE: The group will experience a cooperative activity which promotes cohesion and opportunity for closer acquaintance with, and knowledge of, each other.

BEHAVIOR CRITERION: Students increasingly involved in cooperative activities and participating spontaneously in ensuing discussions.

STRATEGIES: 1. Broken Squares (from Pfeiffer and Jones, Structured Experiences for Human Relations Training, pp. 24-26).

2. Planning and executing a "car wash" to raise funds for tickets and refreshments at auto show (or sports event) in nearby city.

*3. Group will "brainstorm" and list on chalkboard or newsprint, the "basis of likes and differences" between members.

Dyads: Sheet of paper supplied to each individual, and one pencil to each pair. One member of dyad receives sheet with ALIKE printed at top, other member's paper will have DIFFERENT printed at top. Allow 5 minutes for explanation. Allow 10 minutes for partners to discuss and list ways in which the two of them are ALIKE, then 10 minutes to discuss and list ways in which the two of them are DIFFERENT. Refer to illustrations listed on blackboard. Sit face-to-face. Allow 15 minutes for pairs (teaming) to report their lists to the full group.

Blackboard list might include the following:

Illustrations of Ways People Are Alike or Different:

Height, Weight and other physical factors
Favorite Sports and Games
Favorite TV Shows
Hobbies or Interests
Sleeping Habits
Favorite Cars
Hardest School Subjects
Ambitions
Information Needed About Opposite Sex
Eating Habits
Favorite Trips
Rules Disliked
Wishes
Rides at Amusement Parks
Recording Stars

LEADER FUNCTIONS: 4, 5, 9, 10, 15d (See: "Functions of a Group Leader," p. 225)

PARTICIPANT HANDOUT

EXAMPLE OF A GROUP PLANNING EXERCISE B
(System Level of Transaction)

GOAL: Increase belief that system cares and responds to concerns

OBJECTIVE: For evidence of the system's caring, group members will learn why the Teacher-Advisor plan was established, and how they can use it for individual gain.

BEHAVIOR CRITERION: Increasing number of suggestions (activities, discussion topics) from members for use of the next session during 6 minute planning time at end of each session.

STRATEGIES:

*1. Dyads: With a portable tape-recorder for each dyad, group members will first do taped interviews with each other (structured), later interviewing other students, faculty members and parents or why they think Teacher-Advisor plan was established.

Play-backs, discussions, listings will follow, for total group summary.

2. Life Career Game - This Teacher-Advisor Group, as a team will arrange a series of game meetings with another Teacher-Advisor Group to play the Life Career Game.

3. The group will plan two field trips to employment centers of their choice, and one-day internships for each member, on the job with parents in the community. School staff will be involved as facilitators, both in the school and in the field. Parents will be recruited to provide transportation to a parents place of business.

Assessment Task(s) / Criteria

3.1.(a) The participant will state explicit affective goals and objectives related to personal, interpersonal, and system levels of transaction in an educational setting.

(b) The participant will identify illustrative behavior criteria for evaluating progress towards explicitly stated affective objectives.

3.2.(a) The participant will identify at least two specific activities for promoting affective objectives at the personal, interpersonal, and system level of transaction.

(b) The participant will develop at least one original activity for promoting affective objectives at the personal, interpersonal, and system level of transaction.

3.3. The participant will select and describe a set of leader functions designed to promote attainment of specific objectives in a group situation.

Assessment Activity: Submit a plan in writing for a specified target group (provided by instructor). Plan should include one goal for each of two of three levels of transaction; one specific, short term objective for each of the two goals; one behavior criterion (for progress) for each objective; two specific strategies for each objective; one original (developed by self) strategy for each objective; and for one of the two goals, indicate which leader functions you would emphasize to promote attainment of specific objective.

(See Participant Handouts, "Group Planning Exercise (Competency Check)," p.231, and "Examples of a Group Planning Exercise A," p.232, and "Examples of a Group Planning Exercise B," p.233.)

Supplemental Resources

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